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ABSTRACT

The surveys described in this report were conducted to provide information needed for the planning of a community college in the Taupo/Tokoroa/Eastern Bay of Plenty Area. As noted in Chapter I, three surveys were conducted: (1) a survey of fifth, sixth, and seventh form pupils to gather information on their characteristics, plans, and geographic mobility influences; (2) a survey of school leavers to gather data on characteristics, educational and career plans, reasons for leaving school, and geographic mobility; and (3) a follow-up study of the school leavers one year after they left school to determine their subsequent activities. The next 12 chapters provide survey data, in many cases broken down by student age, sex, ethnic group, and socioeconomic status. Chapter II looks at the basic characteristics of the students when they left school. Chapter III considers students' reasons for leaving school. Chapter IV examines students' first activities upon leaving school. Chapter V focuses on reasons for choosing their employment destination. Chapter VI considers students' length of time in and reasons for discontinuing their first activity upon leaving school. Chapter VII focuses on those who took a temporary job after leaving school. Chapter VIII looks at student activities one year after leaving school. Chapter IX investigates the characteristics of respondents' present jobs. Chapters X, XI, and XII look into factors related to job stability, unemployment, and geographic mobility. Chapter XIII contrasts student plans and actual activities. Questionnaires are appended. (KL)

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SURVEY OF SCHOOL LEAVERS in the Rotorua/Eastern Bay of Plenty area 1975-1977

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DEPARTMENT OF EDUCATION WELLINGTON 1979

SURVEY OF SCHOOL LEAVERS IN THE ROTORUA/EASTERN BAY OF PLENTY AREA

1975 - 1977

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CHAPTER 1

INTRODUCTION

Early in 1975 a questionnaire survey of fifth, sixth and seventh form pupils in the Taupo/Tokoroa/Eastern Bay of Plenty area was undertaken to provide information required for the planning of a Community College in this area.

The main aim of the survey was to identify kinds of training and courses which a community college might provide for future school leavers. The survey also dealt with such related issues as the localities in which potential students would live, and influences affecting their intentions to remain in or leave the area. Background information on age, ethnic group, sex and class level was also collected.

Because the views of pupils about their destinations expressed at the beginning of the school year might change a further study was undertaken. This second survey sought to provide information, not previously available, on characteristics of school leavers and to check the validity of both the earlier survey and the E4/10, the Department of Education Destination of School Leavers return. Pupils were asked about the types of study, training or work they were most likely to undertake, their reasons for leaving school and for choosing the destination[1] given, and whether they would remain in the community college area.

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[1] - The term 'destination' is used to cover the job or training entered together with other alternatives such as no employment or helping at home.

In a further extension to the study the leavers were followed up a year after they left school in order to estimate how long they stayed in their first destination. This survey provided information on the number of jobs leavers had had, reasons for changes in occupation during the first year after leaving school, factors they thought were important when they were looking for a job, circumstances leading leavers to remain in their home town rather than leave it (of interest to those concerned with regional development), and on unemployment among school leavers.

Throughout the report the initial survey in 1975 is referred to as the 'school survey', that of pupils at the time of leaving is referred to as the 'leavers survey', and the final phase is called the 'follow-up survey'.

The leavers and follow-up questionnaires are included as Appendix C. Particular questions are referenced by a letter indicating the questionnaire (L for leavers and F for follow-up) and by the question number. Thus L13 means question 13 in the leavers questionnaire.

1 SCHOOL SURVEY

The school survey, conducted at the beginning of the 1975 school year, was of 4313 pupils from 16 schools. This represents 91 percent of the 1 March rolls of these schools. Results from this survey were used in the publication A Community College for the Rotorua Region, Department of Education, 1975 and will not be included in this report except where they have been related to results of the two later surveys.

The 18[2] secondary schools in the area were asked to arrange for every pupil who left between 1 March 1975 and 29 February 1976 to complete a questionnaire and return it to the school. There were 16 state schools (one boys, one girls and 14 co-educational) and two private schools (one boys and one girls school). At the end of 1975 the schools were asked to provide a list of their leavers and to complete questionnaires on behalf of any pupils who had left without notifying the school.

Respondents

A total of 2456 students participated, representing 87 percent of the leavers recorded on the E4/10 returns from 17 schools. (Because of changes of staff one school did not make the necessary arrangements and none of its students participated.) Of those participating, 68 percent completed the questionnaire themselves, while for the remaining 32 percent the questionnaire was completed by the parents or school on behalf of the student concerned.

This meant that in the latter case certain questions were not answered.[3]

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[2] - Two schools had not participated in the school survey because they had only third and fourth formers.

[3] - It is pointed out, when results from the questions concerned are presented in the later chapters, that they are based on a restricted sample.

Response rates for individual schools were calculated using information on numbers of leavers from the E4/10 returns as a base. Two schools had response rates of 53 and 54 percent respectively, and 14 had response rates between 76 and 99 percent. The remaining school forwarded more questionnaires from leavers than the number of leavers given in its E4/10 return[4], giving a response rate of 114 percent. It is not known whether the E4/10 or the survey data is the more accurate.

Characteristics of those responding are shown in Table 1, Appendix A. Forty-seven percent of respondents were males and 53 percent females. This agreed fairly well with the proportions on the E4/10 returns (49 percent and 51 percent respectively) and was consistent with females having a higher response rate (90 percent) than males (85 percent). Of those indicating their ethnic group, 65 percent described themselves as Pakehas, 33 percent as Maoris, two percent as Pacific Islanders and one percent as 'other'. Thirty-seven percent of leavers shown on the adjusted E4/10 returns were classified by the schools as Maoris. It is not known whether the difference is due to a different definition of Maori or to a different response rate for Maoris and non-Maoris.

Compared with the adjusted E4/10 returns for the schools concerned, the leavers group had a smaller proportion of leavers with fewer qualifications and with 1-3 years at school. This might mean leavers up to the fifth form were under-represented in the survey, or the E4/10 returns might be inaccurate.

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[4] - E4/10 figures for the 18 schools in the area have been adjusted to a February-to-February year for the purpose of comparison.

Comparison of Leavers Survey Group and National Leavers Population

The survey population was also compared to the national population of school leavers (based on the E4/10, Destination of School Leavers return) to gauge how representative it was of all school leavers.

The proportion of males in the total population was 52 percent compared with the survey group of 47 percent. Maori leavers were 12 percent of the total population and 33 percent of the group surveyed.

Fewer of the surveyed leavers (40 percent) than national leavers (45 percent) left after two or three years at school and more left after four to six years (58 percent and 53 percent respectively.[5] A far greater proportion of the survey leavers (48 percent) than the national group (37 percent) had no qualifications.[6] It is interesting to note that although the

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5 - The distributions of the two groups were significantly different ($x^2 = 44.5$, $p < .001$, $df = 5$)

6 - There was a significant difference in distribution ($x^2 = 181$, $p < .001$, $df = 8$)

survey group tended to spend more years at school than the national group, they gained fewer qualification.

It can be seen that the leavers survey group was not a representative sample of the total population of school leavers. The results of this survey should therefore be seen as referring only to the area surveyed.

3 FOLLOW UP SURVEY

Fifty percent of the participants in the leavers survey were randomly selected by month of leaving giving a stratified random sample.

In Appendix A, Table 1, this sample is described and compared with the original leavers survey group. Males are slightly under-represented in the sample, comprising 47% of the original group and only 45% of the sample, but ethnic group, age, form and qualifications on leaving school are similar for both groups.

Questionnaires were sent to 1213 leavers and replies received from 953 (79 percent). As this was a postal survey the response is fairly satisfactory. Almost half (46 percent) of the sample responded to the first questionnaire sent. Fourteen percent replied after a letter had been sent to parents checking the leaver's current address and a further 10 percent after a first reminder. The rest responded after receiving another reminder with a second questionnaire (26 percent) or after being contacted by a Vocational Guidance Officer in Rotorua (2 percent).

The third column of Table 1, Appendix A, shows the distribution of characteristics for those in the sample who actually completed the follow-up questionnaire. Maoris, those aged 15, those with no qualifications and those in the third, fourth or fifth form (first year) were less likely to respond to the follow-up questionnaire.

In the following tables in this report data were included on as many leavers as possible. As some respondents did not answer all questions totals may differ between tables and within tables. Although checks were made for internal inconsistencies in replies, the intentions of leavers could not always be determined and consequently some inconsistencies in the responses to different questions remain.

In this report, differences between groups are referred to as "statistically significant" when they are significant at the .05 level. The chi-square test has been used throughout.

CHAPTER 2

CHARACTERISTICS OF LEAVERS

This section looks at basic characteristics of pupils at the time they left school.

AGE

The ages at which pupils left school are shown in Table 2.1[1]. More males (63%) than females (52%) left school aged 16 or younger. Thirteen percent of the Maoris left within two months of turning 15 compared with four percent of the Pakehas. Only 33% of the Maoris left aged 17 and older, compared with 49% of the Pakehas.

TABLE 2.1

AGES AT WHICH PUPILS LEFT SCHOOL (PERCENTAGES)

	Males N = 1020	Females N = 1246	Total N = 2274[2]	Pakeha N = 1416	Maori N = 720
15 years to 15 years and 2 months	10.4	6.6	8.2	3.5	13.3
15 years, 2 months to 16 years	16.3	12.5	14.5	11.6	18.3
16 years	36.5	32.9	34.4	35.5	35.0
17 years	25.1	37.1	31.8	37.3	23.6
18 years and over	11.8	10.9	11.1	12.1	9.7
TOTAL	100	100	100	100	100

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1 - As 23 percent of the leavers did not give their ages, Tables 2.1, 2.3, and 2.5 are based on data that have been weighted according to years at school when leaving. This is to correct a bias due to the lower response rate of younger leavers. This still left 6 percent with ages unknown.

2 - The Total column provides data on all respondents for whom age is known. This includes those whose sex was not known and those belonging to an ethnic group other than Maori or Pakeha. This is why the subgroups in this and later tables do not add to the total shown.

FORM ON LEAVING SCHOOL

Data on form level were available for 93% of the leavers. Of these, 11% of respondents left from the seventh form, 30% from the sixth form, 43% from the fifth form and 16% from the third and fourth forms.

TABLE 2.2

FORM ON LEAVING BY SEX AND ETHNIC GROUP (PERCENTAGES)

	Male N = 1071	Female N = 1212	Total N = 2296	Pakeha N = 1410	Maori N = 694
Third	2.7	1.7	2.2	0.6	2.7
Fourth	15.6	12.0	13.9	6.0	19.7
Fifth-first year	29.7	26.0	27.6	25.9	34.7
Fifth-non first year	16.2	15.3	15.7	13.7	22.3
Sixth-first year	16.5	28.5	22.8	30.3	12.0
Sixth-non first year	6.6	7.2	6.9	7.7	6.3
Seventh	12.7	9.4	10.9	15.8	2.2
TOTAL	100	100	100	100	100

Up to and including the first year fifth form, more boys (48% of male leavers) than girls (40% of female leavers) left school, while almost twice as many girls (29%) as boys (17%) left from their first year in the sixth form. Twenty-two percent of those describing themselves as Maoris left from the third or fourth form, while only 7 percent of Pakehas did so. Twenty-one percent of the Maoris left from the sixth or seventh form compared with 54 percent of the Pakehas.

Form On Leaving By Age

Detailed tables relating age on leaving to form on leaving and other characteristics are provided in this chapter as this information is not available elsewhere.

Eighty-one percent of those leaving from the third form left within 2 months of turning 15 (Table 2.3). Almost half of the fourth form leavers were in this category and a further 39% were less than 16.

TABLE 2.3

AGE BY FORM ON LEAVING (PERCENTAGES)

	N	15 Yrs to 15 Yrs 2 Months	15 Yrs, 2 Months to 16 Yrs	16 Yrs	17 Yrs	18+ Yrs	Total
Third Form	42	81.0	19.0				100
Fourth Form	276	49.3	39.1	11.6			100
Fifth Form-1st Year	604	1.7	30.1	60.3	7.9		100
Fifth Form-Other	348		2.9	43.1	47.7	6.3	100
Sixth Form-1st Year	548		2.9	39.4	50.7	6.9	100
Sixth Form-Other	182			4.4	48.4	47.3	100
Seventh Form	256			2.3	55.5	42.2	100

QUALIFICATIONS

TABLE 2.4

LEAVERS : HIGHEST QUALIFICATION BY SEX AND ETHNIC GROUP (PERCENTAGES)

	Male N = 1144	Female N = 1293	Total N = 2455	Pakeha N = 1431	Maori N = 725
None	52.4	42.6	47.5	29.8	68.3
School Cert-1 subject	6.6	7.6	7.2	7.3	8.7
School Cert-2 subjects	3.8	5.4	4.6	6.2	2.9
School Cert-3 or more subj.	8.9	8.7	8.8	11.9	4.4
Sixth Form Cert-1 or 2 subj.	1.4	3.4	2.4	2.7	2.8
Sixth Form Cert-3 or more subj.	9.0	12.4	10.8	14.1	7.7
University Entrance	8.1	13.2	10.8	15.5	3.7
Higher School Certificate	3.8	2.9	3.3	5.2	0.8
Bursary	5.9	3.7	4.7	7.3	0.7
TOTAL	100	100	100	100	100

Almost half the leavers had no qualifications, 21 percent had one or more School Certificate subjects, 24 percent had either Sixth Form Certificate or University Entrance and 8 percent had Higher School Certificate or Bursary (See Table 2.4). More males than females had seventh form qualifications (10% and 7% respectively) but fewer males had sixth or fifth form qualifications (38% and 51% respectively). A greater proportion of males (52%) than females (43%) had no qualifications.

More than twice as many Maoris (68%) as Pakehas (30%) left with no qualifications. A higher proportion of Pakehas than Maoris left with each qualification except 1 School Certificate subject and 1 or 2 Sixth Form Certificate subjects.

Qualifications By Age

TABLE 2.5

LEAVERS : QUALIFICATIONS BY AGE (PERCENTAGES)

	15 N = 518	16 N = 784	17 N = 722	18⁺ N = 248
None	90.0	48.5	16.3	4.8
School Cert-1 Subject	3.1	12.5	6.6	4.0
School Cert-2 Subjects	1.5	8.9	3.9	1.6
School Cert-3 or more Subj.	5.4	13.8	7.2	1.6
Sixth Form Cert-1 or 2 Subj.		1.5	5.5	3.2
Sixth Form Cert-3 or more Subj.		6.6	23.8	19.4
University Entrance		7.9	21.6	28.2
Higher School Certificate		0.0	5.8	12.1
Bursary		0.3	9.1	25.0
TOTAL	100	100	100	100

Nearly all of those who left when aged 15 had no qualifications (See Table 2.5). Of those leaving at 16, approximately half had no qualifications while one third had one or more School Certificate subjects. For the seventeen year olds, 15% had a seventh form qualification and half had gained Sixth Form Certificate subjects or University Entrance. Of those leaving at 18 years, 37 percent had Higher School Certificate or Bursary and 51 percent had a Sixth Form Certificate subject or University Entrance.

Qualifications By Form

TABLE 2.6

LEAVERS : QUALIFICATIONS BY FORM (PERCENTAGES)

	Third and Fourth	Fifth Form		Sixth Form		Seventh Form
		First Year	Other	First Year	Other	
	N = 362	N = 633	357	N = 523	158	N = 250
None	100.0	73.8	47.1	3.4	2.5	
School Cert-1 Subject		9.8	25.2	2.9	0.6	
School Cert-2 Subjects		5.8	10.9	6.5	0.6	
School Cert-3 or more subj.		10.7	12.3	18.2	2.5	
Sixth Form Cert-1 or 2 subj.			4.5	6.5	6.3	
Sixth Form Cert-3 or more subj.				38.2	36.7	
University Entrance				24.3	50.6	21.2
Higher School Certificate						32.8
Bursary						46.0
TOTAL	100	100	100	100	100	100

Three quarters of those leaving from first year Form 5 and 47 percent of those leaving from a second or subsequent year in Form 5 had no qualifications. Fifty-five percent of the boys and 40 percent of the girls with more than one year in the fifth form left with no qualifications. One quarter of those leaving from their first year and half those leaving from a second or subsequent year in Form 6 had University Entrance. Forty-six percent of those leaving from the seventh form obtained a Bursary, 33% Higher School Certificate and the remainder had University Entrance.

YEAR AT SCHOOL WHEN LEAVING

Form

Fifty-two percent of the boys and 36 percent of the girls (43% overall) leaving during or at the end of their fourth year at secondary school had been in the fifth form for more than one year. The remaining fourth year leavers were in the sixth form. Forty-seven percent of males and 38 percent of females left after three years at school.

Fifty-seven percent of the males and 47 percent of the females (52% overall) leaving in their fifth year were in the seventh form and a further 41 percent of the males and 49 percent of the females (45% overall) were in the sixth form.

Qualifications

Seventy-four percent of those leaving after 3 years at school had no qualifications. For those leaving in their fourth year, 32 percent of the boys and 47 percent of the girls (41% overall) had a sixth form qualification. Twenty-nine percent of the boys and 18 percent of the girls (22% overall) in their fourth year left with no qualifications. Forty-seven percent of the boys and 36 percent of the girls (41% overall) leaving after 5 years had a seventh form qualification.

Socio-economic Status

The follow-up questionnaire included a question on fathers' occupation (F16). The jobs given were classified according to the Elley-Irving socio-economic classification of occupations.

This index is based on equal weightings of median income and education level for each occupation. Jobs are classified into 6 levels with level 1 containing jobs of 'high' socio-economic status. Some fathers were classified as retired (3%), deceased (4%) or unemployed (1%).

A higher proportion of the survey group (48% excluding those retired, deceased or unemployed) than the national population (40%) were in the top three Elley-Irving categories. There was no difference in the distribution of fathers' occupations for males and females but a much greater proportion of fathers of Pakehas (54 percent) than of Maoris (22 percent) were in the top three levels. A greater proportion of fathers of Maoris than of Pakehas were unemployed (1.5% and 0.5% respectively); retired or deceased (14% and 5% respectively); or in the bottom two Elley-Irving categories (42% and 14% respectively).

Those whose fathers were in the top 3 levels were more likely than the others to leave school after turning 17 (57% of those in categories 1-3, compared with 42% of those in categories 4-6) and with higher qualifications (38% in levels 1-3 had University Entrance or higher qualifications, compared with 16% of those in levels 4-6).

CHAPTER 3

THE DECISION TO LEAVE SCHOOL

The material in this chapter comes from the questionnaires completed at the time the respondents left school.

REASONS FOR LEAVING

To the question "why are you leaving school now?" students were asked to tick 'Yes' or 'No' to 14 possible reasons including an 'other' option (L17). The numbers of males and females who responded positively to each reason are given in Table 3.1. Percentages are based on those answering 'Yes' or 'No' to each part of the question - usually about two thirds of the leavers. Those not giving any response have been excluded. Most non-responses were because the questionnaire had been completed on the leaver's behalf.

TABLE 3.1

REASONS FOR LEAVING SCHOOL

	Male		Female		Total	
	%	Rank	%	Rank	%	Rank
Recently turned 15	8.3	12	6.0	12	7.1	12
Parents wanted you to leave	11.8	10	7.2	11	9.4	11
Got a particular job	54.5	3	45.7	3	49.8	3
Got qualifications for job you want	26.6	8	28.6	8	27.7	8
Want to earn money	63.4	1	58.6	2	60.8	1
Want to be independent	55.1	2	61.0	1	58.3	2
Accepted for training course	33.4	7	32.5	7	32.9	7
Old enough to start training	41.4	5	36.4	5	38.8	5
Got qualifications for training	33.7	6	34.8	6	34.3	6
Dissatisfied with school	43.8	4	37.6	4	40.5	4
Friends are leaving school	8.2	13	4.1	14	6.0	13
Couldn't take subjects you wanted	3.9	14	4.8	13	4.4	14
Finished the seventh form	14.1	9	9.5	10	11.6	9
Other	10.6	11	12.0	9	11.3	10

For boys the reasons most commonly given, in descending order, were 'want to earn money', (63% of respondents), ' want to be independent', 'got a particular job', and 'dissatisfied with school', followed by the three reasons relating to training. For girls the same seven reasons emerged with the highest rankings, but with 'want to be independent' given more often than 'want to earn money'.

The numbers who said they left because they had been accepted for a particular job or training could be over-stated because, in some cases, indications were that they had applied but had not been notified of acceptance at the time of leaving school.

MOST IMPORTANT REASON FOR LEAVING

Respondents were next asked which one of the listed reasons for leaving was the most important (L18).

TABLE 3.2

MOST IMPORTANT REASON FOR LEAVING NOW (PERCENTAGES)

See following page for Table 3.2

TABLE 3.2

MOST IMPORTANT REASON FOR LEAVING NOW (PERCENTAGES)

	Male N=785 Percent	Rank	Female N=903 Percent	Rank	Total N=1688 Percent	Rank	Pakeha N=1164 Percent	Rank	Maori N=470 Percent	Rank
Recently turned 15	1.5	12.5	1.4	11	1.5	11.5	0.5	14	3.4	7.5
Parents wanted you to leave	1.9	11	1.2	12	1.5	11.5	1.3	11	2.3	10.5
Got a particular job	25.5	1	19.4	1	22.2	1	24.6	1	16.2	2
Got qualifications for job	3.6	10	4.7	10	4.1	10	5.0	10	2.6	9
Want to earn money	12.9	2	9.7	4	11.2	4	7.5	6	21.3	1
Want to be independent	9.3	5	14.4	3	12.0	3	11.1	3	14.3	3
Accepted for training	11.5	3	15.3	2	13.5	2	13.1	2	13.6	4
Old enough for training	4.2	9	5.0	9	4.6	9	5.1	9	3.4	7.5
Qualifications for training	5.1	8	7.4	6	6.3	7	8.2	5	2.3	10.5
Dissatisfied with school	8.0	6	8.9	5	8.5	5	7.3	7	11.3	5
Friends are leaving	1.5	12.5	0.2	14	0.8	13	0.6	12.5	1.3	13
Couldn't take subjects	0	14	0.8	13	0.4	14	0.6	12.5	0	14
Finished the seventh form	9.6	4	5.8	8	7.5	6	9.9	4	1.5	12
Other	5.5	7	5.9	7	5.7	8	5.3	8	6.6	6
TOTAL	100		100		100		100		100	

Sex

The most important reason for leaving given most frequently by both males and females was having got a particular job (Table 3.2). Other reasons most often given by both sexes, although the order differed, were 'having been accepted for a training course', 'wanting to be independent' and 'wanting to earn money'. 'Having finished the seventh form' was also important for boys. The proportions of males and females giving each reason were significantly different.

Ethnic Group

There were considerable differences between Maoris and Pakehas in their reasons for leaving school. The reasons given most frequently by Pakehas for leaving were - 'getting a particular job', 'being accepted for training', 'wanting to be independent' and 'finishing the seventh form'.

For Maoris, 'wanting to earn money' was the most common reason, followed by 'getting a particular job', 'being independent','being accepted for training' and 'being dissatisfied with school'.

Tables 2, 3, 4 and 5 in Appendix A outline the most important reason for leaving by form level, qualifications, age and intended destination. These tables can be interpreted in a similar way to Table 3.2.

CHARACTERISTICS OF THOSE GIVING EACH REASON FOR LEAVING

In this section the principal characteristics of leavers giving each reason as the most important one for leaving are outlined. This summarizes the information in Table 3.2 and Tables 2, 3, 4 and 5 of Appendix A. Occupations referred to have been classified according to the NZ Standard Classification of Occupations.

Sixty percent of those who said they were leaving because they had recently turned 15 were between 15 years and 15 years 2 months and a further 24 percent were less than 16. Almost all had no qualifications and most were going to work without any study or training.

Half of those leaving because their parents wanted them to were first year fifth formers. Forty-six percent had no qualifications and 35 percent had one or more School Certificate subjects. A much greater proportion of Maoris (29%) than Pakehas (17%) said that they left for this reason. Half of these leavers intended to work without study or training.

Jobs given most often by those leaving because they had a particular job were clerical (13%), machine-fitting (10%), shop work (7%), agricultural work (6%), service work (6%), electrical work (5%) and labouring (5%).

Of those leaving because they had qualifications for the jobs they wanted, 33 percent had University Entrance, 23 percent had three or more Sixth Form Certificate subjects, 11 percent had three or more School Certificate subjects and 14 percent had no qualifications. Ten percent were becoming draughtsmen, 12 percent were taking up clerical work, 12 percent shop work and 8 percent were becoming cashiers.

Fifty-nine percent of those leaving because they wanted to earn money had no qualifications and 27 percent had one or more School Certificate subjects. Eleven percent were intending to enter agricultural work; 15 percent labouring; 10 percent clerical work; 9 percent machine fitting; 7 percent shop work and 5 percent typing.

Jobs chosen by those leaving because they valued independence were nursing (13%), teaching (8%), typing (7%), clerical work (10%) and shop work (3%).

Those leaving because they were accepted for training were going to a technical institute (21%), teachers college (18%), university (5%), other full-time study (8%), or entering nursing (7%).

Most of those who were leaving because they were old enough to start the training they wanted were aged 16 (40%) or 17 (40%). They would be training to become nurses (14%), teachers (11%), machine fitters (11%), or attending a technical institute (8%), university (6%), or another institution (11%), or training for the armed forces or police force (9%).

Of those leaving because they had qualifications for the training they wanted, 23 percent had Bursary or Higher School Certificate; 38 percent had University Entrance; 20 percent had three or more Sixth Form Certificate subjects; 5 percent had three or more School Certificate subjects and 10 percent had no qualifications. Thirteen percent were becoming nurses, 26 percent going to university, 19 percent to teachers college and 12 percent to a technical institute.

Eleven percent of Maoris were leaving because they were dissatisfied with school compared with 7 percent of Pakehas. Thirteen percent of fourth formers and eleven percent of first year fifth formers gave this reason compared with seven percent of the rest of the leavers. Half of those leaving because of dissatisfaction had no qualifications.

The numbers leaving because their friends were leaving or because they could not take the subjects they wanted were too small for meaningful comments.

Fifty-eight percent of those leaving because they had finished Form 7 had Bursary and 37 percent had Higher School Certificate. Three quarters were going to university, 9 percent to full-time study at a technical institute and 3 percent to teachers college with part-time university study.

TIME OF LEAVING

TABLE 3.3

MONTH OF LEAVING (PERCENTAGES)

	Male N=1098	Female N=1264	Total N=2362	Pakeha N=1413	Maori N=701
March 1975	3.2	3.2	3.2	1.9	3.4
April	3.6	3.8	3.7	2.6	4.7
May	4.3	4.8	4.6	3.7	5.1
June	4.8	5.4	5.1	3.6	7.1
July	5.0	4.0	4.5	3.9	5.7
August	4.9	3.6	4.2	2.8	4.6
September	3.9	3.9	3.9	2.5	6.1
October	3.2	2.8	3.0	2.4	4.3
November	4.0	3.6	3.8	4.0	4.4
December	58.7	60.9	59.9	67.5	51.4
February 1976	4.4	4.0	4.2	5.1	3.1
	100	100	100	100	100

School leavers left at the rate of three to five percent per month except in December when 60 percent left. There was little difference between males and females in the time of leaving. Maoris tended to leave earlier in the year than Pakehas - 37 percent of Maoris and 21 percent of Pakehas left before October.

As would be expected, pupils who left within two months of turning 15 were more evenly distributed throughout the year than those in any other age group. The tendency to leave in December increased with the age of leavers (28 percent of 15 year olds, 55 percent of 16 year olds, 79 percent of 17 year olds and 88 percent of 18 year olds).

Twice as many third and fourth formers (72 percent) as those in other forms (34 percent) left before December. Seventy-two percent of first year sixth formers and eighty-one percent of non first-year sixth formers and seventh formers left in December.

More sixth form females (77 percent) left school in December than males (68 percent). The reverse was true for seventh formers - 85 percent males and 77 percent females left school in December. This was consistent with the finding that females leaving from the sixth form and males leaving from the seventh form have higher qualifications (Chapter 2).

Only a small proportion of those leaving before October had obtained a qualification (from 13% of those leaving in August and September, to 32% of those leaving in May). Forty-four percent of November leavers had a qualification (7% a seventh form qualification, 22% a sixth form qualification and 15% one or more School Certificate subjects), as did 71% of December leavers (14% Higher School Certificate or Bursary, 35% University Entrance or Sixth Form Certificate subjects and 22% a fifth form qualification).

Eighty-six percent of those going into full-time study or training left in December.

CHAPTER 4

FIRST DESTINATION ON LEAVING SCHOOL

In the leavers questionnaire pupils were asked what they were most likely to do, now that they were leaving school (L19). They were told not to count temporary jobs which were fill-ins while they waited to enter study or training. Nine options were given, based on those used in the initial community college survey. The responses to this question are referred to below as 'intended destinations'.

The follow-up questionnaire asked pupils what they did when they FIRST left school (F5). They were requested not to count holiday jobs or being temporarily out of work. A tenth option was added - no study, training nor job since leaving school. The responses to this question are referred to as 'actual destinations'.

Students planning to undertake any sort of employment were asked to give details of the first job they intended to enter (L23) or the first job they actually entered (F5). These jobs were coded according to the New Zealand Standard Classification of Occupations. Descriptions of the summary names used in this report are given in Appendix B.

Validity of the Data

Intended destinations were not known for one fifth (470) of the leavers. This arose because many students had left without going through leaving procedures and thus the school or a family member had completed a questionnaire on their behalf. Fifty-nine percent of these pupils were females compared with 53%

of the total survey group and 40% were Maoris compared with the overall figure of 30%. They tended to be younger than the total group with 19% leaving before 16 compared with only 16% overall. A greater proportion (79% compared with 48% overall) left with no qualifications. This was consistent with the fact that 27% left from the third or fourth forms compared with 15% overall.

The leavers for whom destinations were not known would thus be more likely to enter unskilled jobs with no further study or training so the actual numbers in these groups are probably higher than those given in the report. The proportion of leavers going to destinations with minimum qualification requirements is likely to have been over-estimated. This is supported in the follow-up survey by the fact that for those whose intended destination was unknown but whose actual destination was known (55%), two-thirds were working without study and training while 16% were not working.

As with the leavers survey, those in the follow-up survey for whom destinations were not known (23% including non-respondents) tended to be younger, from lower forms and to have lower qualifications (72% had no qualifications compared with 46% overall) than those responding to the follow-up survey. Comparison with the leavers survey showed that for the 66% whose intended destination was known, 61% had intended to work without study or training, 28% to study or train part-time, 12% to study full-time. Again, the numbers in the follow-up survey who actually worked without study or training will have been underestimated.

INTENDED AND ACTUAL DESTINATIONS

Sex Differences

As can be seen from table 4.1 there were considerable differences between males and females in both intended and actual destinations.

TABLE 4.1

INTENDED AND ACTUAL DESTINATION BY SEX (PERCENTAGES)

	INTENDED (Leavers Survey)			Actual (Follow-up)		
	Males N=961	Females N=1019	Total N=1986	Males N=416	Females N=520	Total N=936
Become an apprentice	34.4	4.2	18.8	24.3	2.7	12.3
Work and part-time study or training at a technical institute	7.3	7.1	7.2	3.6	4.0	3.8
Work and other part-time study or training	3.2	18.5	11.1	2.6	8.5	5.9
Work only	32.3	40.8	36.8	48.3	53.8	51.4
Full-time study or training at a technical institute	2.7	8.4	5.6	1.9	8.8	5.8
Full-time study or training at a university	10.9	6.9	8.8	9.1	6.7	7.8
Full-time study at teachers college with part-time university	1.1	4.7	3.0	0.5	5.8	3.4
Full-time study at teachers college	.3	3.4	2.0	0.5	2.1	1.4
Full-time study or training other than the above	7.7	5.9	6.7	7.2	2.7	4.7
Not working	-	-	-	1.9	4.8	3.5
TOTAL	100	100	100	100	100	100

The main differences in responses to the two surveys were the increased numbers in the follow-up survey working without any study or training (51% compared with 37%) and the decreased numbers studying part-time (22% compared with 37%).

Slightly more than one third of the boys intended entering apprenticeships (with one quarter actually doing so), compared with only four percent of the girls (3 percent actual) for whom the apprenticeship was usually hairdressing.

A much greater proportion of girls (19%) than boys (3%) planned to undertake part-time study or training other than at a technical institute[1]. More than half the girls in this group were planning to enter some field of nursing. In the follow-up survey 8% of girls and 3% of boys were in this category.

A larger proportion of girls (41 percent) than boys (32 percent) intended working without study or training with 54 percent of the girls and 48 percent of the boys actually doing so.

More girls, (8%) than boys (3%) intended to study full-time at a technical institute. Nine percent of the girls and 2% of the boys actually did so.

More males (11%) than females (7%) intended to study at university with 9% and 7% actually doing so.

Eight percent of the girls intended to enter teachers college compared with only one percent of the boys. The same proportions had actually attended teachers college according to the follow-up survey.

More boys than girls intended to and actually entered full-time study or training other than at a technical institute, teachers college or university.[2]

[1] Henceforth referred to as "other part-time study". It includes work and some kind of study or training not at a technical institute, e.g. hospital nursing or work and part-time university.

[2] Henceforth referred to as "other full-time training".

Further details of jobs or occupations[1] entered are provided in Table 4.2. The most common intended jobs for boys were machine fitting, university study, labouring, agricultural work, electrician, armed forces and police force. These, with the addition of shop work, were also the most common actual jobs entered (although in a different order). Intended jobs most often given by girls were clerk, nursing, shopwork, full-time technical institute study, teachers college, university and typing. These jobs (in a different order) and cashier were the most frequently entered actual jobs for girls. Thus, most jobs entered fitted the stereotype for that sex. Girls tended to enter a smaller range of jobs than boys. More girls than boys did not work when they first left school (5% and 1.5% respectively).

[1] Throughout this chapter the term 'job' is used to describe specific jobs or occupations, whereas 'destination' refers to the nine broad categories listed first in Table 4.1. The relationship between these two classifications can be seen in Appendix A Table 6 for the leavers survey and Appendix A Table 7 for the follow-up survey. Jobs were classified according to the New Zealand Standard Classification of Occupations. Descriptions of the summary names used in this report are given in Appendix B.

TABLE 4.2

INTENDED AND ACTUAL FIRST JOB BY SEX (PERCENTAGES)

	INTENDED (Leavers)			ACTUAL (Follow-up)		
	Male N=854	Female N=866	Total N=1727	Male N=408	Female N=517	Total N=925
University	12.1	7.9	9.9	9.3	6.8	7.9
Teachers College	1.6	9.2	5.5	1.0	7.9	4.9
Full-time Technical Institute	3.0	9.5	6.3	2.0	8.9	5.8
Other Full-time training	1.4	4.3	2.8	0.5	1.0	0.8
Draughting	3.7	0.6	2.1	1.5	0.2	0.8
Nursing	0.2	10.4	5.3	0.2	6.6	3.8
Typing	-	5.0	2.5	-	4.8	2.7
Cashier	1.8	3.9	2.8	1.7	8.7	5.6
Clerk	0.9	12.8	6.9	2.0	10.8	6.9
Shop work	3.2	10.4	6.8	6.9	10.4	8.9
Waitresses etc	0.6	1.8	1.2	0.7	3.5	2.3
Domestic	-	2.8	1.4	0.2	3.5	2.1
Hairdressing	-	3.7	1.9	-	2.3	1.3
Services (armed and police)	6.4	1.2	3.8	6.1	0.4	2.9
Agricultural work	9.5	1.5	5.4	9.8	2.7	5.8
Forestry work	4.6	-	2.3	4.7	0.4	2.3
Wood preparation	0.9	-	0.5	2.5	-	1.1
Food preparation	1.8	0.2	1.1	2.7	0.6	1.5
Sewing machinists etc	1.2	2.2	1.7	2.0	4.4	3.4
Machine fitters	12.6	0.3	6.4	6.9	0.4	3.2
Electricians	6.9	0.1	3.5	8.1	0.2	3.7
Plumbers	2.9	-	1.4	2.9	-	1.3
Painters	2.9	-	1.4	2.5	-	1.1
Carpenters	5.2	-	2.5	5.4	-	2.4
Storemen	0.6	-	0.3	2.2	0.8	1.4
Labourers	10.0	2.5	6.3	9.1	1.7	5.0
Not working	1.5	3.0	2.4	1.5	5.0	3.5
Returned to school	-	-	-	1.0	1.0	1.0
Other	4.4	6.7	5.6	6.9	7.0	6.9
TOTAL	100	100	100	100	100	100

Ethnic Group Differences

Table 4.3 shows that the proportion of Pakehas in the leavers survey who planned to work without any study or training (27%) was much lower than that of Maoris (51%), while a greater proportion of Pakehas than Maoris were going to study or train either part-time or full-time especially at University (12% Pakehas and 2% Maoris).

The responses in the follow-up survey were generally similar although, surprisingly, the proportions actually attending teachers college were the same for both groups. Far more Maoris (6%) than Pakehas (1%) said that they had not done any study or training or had a job since leaving school.

TABLE 4.3

INTENDED AND ACTUAL DESTINATION BY ETHNIC GROUP (PERCENTAGES)

	INTENDED (Leavers)		ACTUAL (Follow-Up)	
	Pakehas N=1302	Maoris N=536	Pakehas N=629	Maoris N=233
Become an apprentice	19.6	18.7	13.8	10.3
Work and part-time study or training at a technical institute	8.5	5.4	5.2	1.3
Work and other part-time study or training	12.4	9.7	7.2	3.4
Work only	27.4	50.7	44.8	63.9
Full-time study or training at a technical institute	6.4	4.9	6.4	5.2
Full-time study at university	12.1	1.9	10.3	1.3
Full-time study at teachers college and part time university	3.8	1.5	3.5	3.9
Full-time study at teachers college	2.3	1.7	1.7	1.3
Full-time study or training other than above	7.5	5.6	5.6	3.4
Not working	-	-	1.3	5.6
TOTAL	100	100	100	100

Details of intended and actual occupations for Pakehas and Maoris are given in Table 4.4. Both intended and actual jobs differed considerably for the two groups.

The most popular intended and actual occupations for Pakehas were shop work, university study, clerk, cashier, full-time technical institute study, agricultural work, teachers college and nursing.

Maoris showed different patterns for intended and actual jobs. The most frequently given intended and actual jobs were labouring, agricultural work, full-time technical institute study, machine fitters, forestry work, sewing machinists and teachers college. Nursing, clerical work and shop work were also frequently mentioned as intended jobs and cashier, food preparation and domestic work as actual jobs.

A higher proportion of Pakehas than Maoris actually entered university or became nurses, cashiers, clerks or shop assistants while a greater proportion of Maoris than Pakehas became domestic workers, agricultural workers, forestry workers, food preparation workers, sewing machinists or labourers.

TABLE 4.4

INTENDED AND ACTUAL FIRST JOB BY ETHNIC GROUP (PERCENTAGES)

	INTENDED (Leavers)		ACTUAL (Follow-up)	
	Pakeha N=1140	Maori N=440	Pakeha N=627	Maori N=224
University	13.6	2.0	10.4	1.3
Teachers College	6.7	3.9	5.3	5.4
Full-time Technical Institute	6.9	5.9	6.4	5.4
Other full-time training	3.7	1.1	1.1	-
Draughting	2.6	1.4	1.1	-
Nursing	5.6	5.9	4.3	2.7
Typing	2.3	3.2	2.9	2.7
Cashier	3.4	1.8	6.5	4.5
Clerk	8.2	5.7	8.8	2.7
Shop work	6.4	5.9	10.5	3.6
Waitresses etc	1.0	1.4	1.9	2.7
Domestic	0.4	1.6	1.1	4.5
Hairdressing	2.2	1.6	1.9	-
Services (Armed and Police)	3.9	4.3	3.2	2.7
Agricultural work	4.8	7.5	5.7	7.1
Forestry work	1.1	4.5	1.0	5.4
Wood preparation	-	1.6	0.6	2.2
Food preparation	0.7	1.6	1.0	4.0
Sewing machinists etc	0.7	4.3	1.6	7.6
Machine fitters	7.5	4.8	3.0	4.0
Electricians	4.1	2.0	4.0	3.1
Plumbers	1.4	2.0	1.6	0.9
Painters	1.0	3.0	0.8	2.2
Carpenters	2.4	3.4	2.1	3.6
Storemen	0.3	0.5	1.1	2.7
Labourers	2.7	10.9	3.2	6.2
Not working	0.7	3.0	1.3	5.4
Returned to school	-	-	1.1	0.9
Other	6.0	5.2	6.5	6.7
TOTAL	100	100	100	100

Age Differences [3]

Actual destinations are described in this section.

Those who left school aged 15 tended to work without any study or training (74%) or to become apprentices (14%). Sixteen year olds went to these two destinations (55% and 19% respectively) and also to part-time study (11%) or other full-time training (5%). Seventeen year olds most frequently went to work without study or training (41%), university (14%), other part-time study (11%), apprenticeships(7%), full-time study at a technical institute (7%) or teachers college (8%). Eighteen year olds tended to go to university (31%), work only (25%), teachers college (15%) or a technical institute (10%).

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[3] For age differences, and differences in form on leaving, qualifications and socioeconomic status, the data described here are from the follow-up survey only. In the case of the first three, information on the leavers survey is available from the Research and Statistics Division.

TABLE 4.5

ACTUAL DESTINATION BY AGE (PERCENTAGES)

	15 YEARS N=136	16 YEARS N=265	17 YEARS N=274	18+ YEARS N=102	TOTAL N=777
Become an apprentice	14.0	18.9	7.3	6.9	12.4
Other part-time technical institute study	0.7	5.3	5.5	2.0	4.1
Other part-time study	0.7	6.0	10.6	2.9	6.3
Work only	74.3	55.1	40.5	25.5	49.4
Full-time Technical Institute	5.1	4.9	7.3	9.8	6.4
Full-time University	-	-	13.9	31.4	9.0
Teachers College and University	-	1.5	5.5	10.8	3.9
Teachers College	-	0.8	2.9	3.9	1.8
Other full-time training	2.9	4.9	5.5	3.9	4.6
Not working	2.2	2.6	1.1	2.9	2.1
TOTAL	100	100	100	100	100

Form on Leaving*

Fifty-seven percent of the seventh formers went to university, six percent to teachers college and five percent to a technical institute. Sixth formers went to teachers college (12%), technical institutes (11%) or became clerks (10%), cashiers (10%), nurses (8%), electricians (6%), or service workers (5%).

Fifth formers became shop assistants (15%), agricultural workers (8%), clerks (7%), labourers (6%), sewing machinists(6%), machine fitters (4%) and entered other trades (12%).

Third and fourth formers became shop assistants (13%), agricultural workers (11%), labourers (10%) or were not working (11%).

* Because of the complexity of the tables relating form on leaving to destination and job they are included in Appendix A for the follow-up survey but have not been included for the leavers survey. Details are available from the Research and Statistics Division. (The same applies to qualifications).

Qualifications

Most of those with Bursary or Higher School Certificate went to University (69%), a technical institute (6%) or teachers college (6%). Leavers with University Entrance or 3 or more Sixth Form Certificate subjects went to teachers college (15%) or a technical institute (10%), or became cashiers (11%), clerks (10%) or nurses (9%).

Respondents with one or two Sixth Form Certificate subjects or three School Certificate subjects became clerks (10%), typists (7%), cashiers (8%), machine fitters (8%), electricians (9%) or studied full-time at a technical institute (9%). Those with one or two School Certificate subjects went to these jobs and also shop work (12%), sewing machining (5%), labouring (5%) and domestic work (4%).

Follow-up respondents with no qualifications tended to enter unskilled jobs such as shop work (15%), agricultural work (11%), labouring (8%), sewing machining (6%) or to not be working (7%).

Socio-economic Status

The following comments apply to the responses to the follow-up survey which included a question on fathers' occupation.

The jobs given were classified using the Elley-Irving socio-economic classification of occupations (see Chapter 2). The data showed that there was a tendency for the respondents to enter occupations similar to those of their fathers.

The proportion of leavers attending university increased from none of those whose fathers had 'level 6' jobs (the lowest group) to 20% of those whose fathers had 'level 1' jobs. (Many 'Level 1' jobs require a university qualification).

There was also an increase with socio-economic status in the proportions attending teachers college (none of 'level 6' to 11 percent of 'level 1') or a technical institute full-time (4% of 'level 6' to 9 percent of 'level 1'). The proportion who went to work without any study or training decreased with socio-economic status from 72% of those whose fathers had 'level 6' jobs to 30% of those whose fathers had 'level 1' jobs.

Proportions becoming apprentices ranged from 6% of those whose fathers were at 'level 2' to 15% of those at 'level 4'. (Most trades are classified as level 4 occupations).

CHARACTERISTICS OF STUDENTS GOING TO EACH DESTINATION

Following is a brief description of the characteristics (sex, age, form,qualifications and job) of those intending to enter each destination (L19). Characteristics of those actually entering each destination according to the follow up survey (F5) are commented on where they are different.

This section is intended only to give a brief sketch of typical students moving to each destination. Details are available on Table 4.1 and 4.5 and Tables 6,7,8 and 10 in Appendix A.

Apprenticeships

Those intending to undertake apprenticeships tended to be male, 16 or 17 years old, fifth formers or first year sixth formers and to have no qualifications or some School Certificate subjects. The most common intended jobs for males were machine fitting (36%), electrical work (17%), carpentry (14%), painting (8%) and plumbing 7%). Most of the females were going into hairdressing (75%). The same apprenticeships were given in the follow-up survey with the addition of those involving agricultural work, sewing machining and food processing. Those actually undertaking apprenticeships tended to have been younger on leaving school than those originally intending to enter a trade.

Part-time Non-apprenticeship Technical Institute Study or Training

This group tended to be 16 or 17 years old, from the fifth or sixth form and to have School Certificate, Sixth Form Certificate or University Entrance. The proportions of girls and boys were similar. Jobs most commonly given by these respondents were draughtsman, clerk, cashier, typist and forestry worker. Those in the follow-up survey were more likely than those in the leavers survey to have a sixth form qualification (67% and 43% respectively).

Other Part-time Study

The majority of those intending to study part-time at other than a technical institute were females, 16 or 17 year old, fifth or sixth formers, with 45 percent having sixth form qualifications. Fifty-six percent of the females were entering nursing while males were usually becoming agricultural workers, cashiers, clerks, joining the police or armed forces.

Those actually undertaking other part-time study tended to be older (more were 17) and to have correspondingly better qualifications -a higher proportion had a sixth form qualification.

Work Without Study or Training

These respondents tended to be 15 or 16 years old, in the fourth or fifth form and to have no qualifications. The most commonly given intended jobs for boys were agricultural work (24%), forestry work (11%), labouring (30%) and shop work (9%). Girls more often planned to undertake typing (9%), cashier work (7%), clerical work (26%), shop work (23%) and domestic work (8%). The follow-up respondents in this category were older and better qualified. Jobs given by this group were shop work (17%), clerical work (12%), labouring (10%), agricultural work (9%) and cashier work (8%).

Full-time Study or Training at a Technical Institute

This group tended to be female, 17 or 18, from the sixth or seventh form and to have fifth, sixth or seventh form qualifications. Forty percent of the boys intended to study for a New Zealand Certificate, while the majority of the girls were going to take secretarial (36%) or other commercial/business-orientated courses (15%).

A smaller proportion of those actually studying at a technical institute than of those intending to study there had seventh form qualifications. Information on courses taken was not collected in the follow-up survey.

Full-time Study or Training at University

The majority of these respondents were seventh formers with either Bursary or Higher School Certificate, and were 17 or 18. Ninety-two percent were Pakehas and six percent were Maoris compared with 65% and 33% respectively of the survey population. Three fifths of these pupils said their most important reason for leaving school was having finished the seventh form.

Those actually studying at university were more highly qualified than those intending to study there.

Full-time Study at a Teachers College with Part-time University Study

The majority of this group were females, sixth and seventh formers, with University Entrance or a seventh form qualification and were aged 17 and 18. Most of them left school for reasons relating to training. Reasons most commonly given for choosing to attend Teachers College were 'it is what you really want', it provides career prospects', 'it is a challenging job', 'it fits the things you are good at' and 'it offers security'. Those who actually entered teachers college were slightly older than those intending to enter with a higher proportion having University Entrance.

Full-time Study at a Teachers College

This group was younger than those intending to combine Teachers College with part-time University study (most were aged 17). They tended to have left school from lower forms (more left from the sixth form) and to have lower qualifications (more had Sixth Form Certificate as their highest qualification). Those from the follow-up survey in this category were slightly older.

Other Full-time Training

Most of those giving this category in the leavers survey were 16 or 17 years old, fifth or sixth formers with either fifth form or sixth form qualifications. Almost three quarters of the boys were going into the armed forces or police force. Girls were usually going to business college, the armed forces or police force. The follow-up group tended to be older (more were aged 17 or older) and to have higher qualifications (more had a seventh form qualification).

STUDENTS GOING TO TECHNICAL INSTITUTE-TYPE COURSES

This section refers only to the leavers survey as the follow-up survey did not include a question on technical institute course. The group referred to (201 girls and 427 boys) is that covered by categories 'become an apprentice', 'work and part-time study or training at a technical institute', and full-time study or training at a technical institute, in Table 4.1.

Table 12 in Appendix A gives the details for the 182 girls and 384 boys who provided information on the course they would do.

Sex Differences

About two-thirds of those planning to undertake a technical institute course were males, four-fifths of whom planned to do this as part of an apprenticeship contract. The most common apprenticeships for boys were motor trades, electrical, carpentry, and fitting and turning.

Less than one quarter of the females planning technical institute study intended to take courses related to a trade. Two-thirds of these girls were becoming hairdressers. Overall, 43 percent of the girls were going to take a secretarial, business or shorthand/ typing course. Ten percent of all the leavers planned to study for a N.Z. Certificate - most of them in draughting, engineering or commerce - and 4 percent for a Technician's Certificate.

Qualifications Differences

More than half those intending to enter apprenticeships had no qualifications and only 39 percent had at least two School Certificate subjects. In most trades a minimum of two School Certificate subjects needed for exemption from the First Qualifying Examination. Thus it appeared that most apprentices could not be exempted. The fitting and turning, and electrical apprentices were the most highly qualified - 62 percent had 2 School Certificate subjects or more as compared with 30 percent of the remaining apprentices.

Fifty-nine percent of those who would be studying for a New Zealand Certificate had University Entrance or better qualifications. If they had obtained appropriate University Entrance subjects they could be exempted from Year 2 subjects. A further 36 percent who had at least 3 School Certificate subjects would tend to be exempted from Year 1 subjects. Only 32 percent of those who intended taking a Technician's Certificate had University Entrance or better, 20 percent had at least one Sixth Form Certificate subject and 36 percent had one or more School Certificate subjects.

Of those who planned to do a course involving business, commerce or accounting 87% had sixth or seventh form qualifications. Two-fifths of those enrolling in shorthand, typing or a secretarial course had University Entrance or Sixth Form Certificate subjects, while a third had one or more School Certificate subjects.

CHAPTER 5

REASONS FOR CHOOSING VOCATIONAL DESTINATION

Questions relating to reasons for choosing vocational destination differed in the two surveys. The leavers survey was particularly concerned with reasons relating to pupils remaining in or leaving the survey area, while the follow-up survey was more general. There was, however, quite a considerable overlap and so to avoid duplication, responses in the follow-up survey are described in detail, followed by a brief discussion of reasons in the leavers survey which related to the area.

GENERAL REASONS (Follow-up Survey)

In this survey, respondents were asked what they thought was important when looking for a permanent job (F10). They could indicate any number of reasons which were important to them. Those who had been doing only full-time study since leaving school did not answer this question. Six hundred and eighty-four pupils answered, giving an average of 3.6 reasons.

TABLE 5.1

FEATURES LOOKED FOR WHEN CHOOSING A JOB BY SEX AND ETHNIC GROUP

(Percentage saying 'Yes' to each reason)

	Males N=313	Females N= 370	Total N=683	Pakeha N=449	Maori N= 175
Good pay	44.4	46.8	45.7	41.0	58.3
Interesting, varied job	63.3	68.1	65.9	73.7	50.3
Important job	9.6	12.4	11.1	12.0	9.7
Demanding job	25.2	26.8	26.1	31.4	17.7
Easy job	3.8	6.5	5.3	2.5	10.3
Get on with workmates	30.4	38.4	34.7	33.2	41.1
Secure, stable job	53.7	49.7	51.5	57.5	41.1
Bosses are friendly	15.0	20.0	17.7	16.5	21.7
Prospects of promotion	32.6	29.2	30.7	33.9	24.0
Part of a team	17.9	22.2	20.2	20.5	21.7
Job where you meet people	22.7	58.4	42.0	39.9	44.6
Other reasons	8.6	8.6	8.6	10.0	5.7

Features mentioned most often were 'interesting, varied job' (66%), secure, stable job' (52%), 'good pay' (46%), 'job where you meet people (42%), ' getting on with workmates (35%), 'prospects of promotion (31%) and 'demanding job' (26).

A higher proportion of males than females looked for secure, stable jobs and jobs with prospects of promotion while females were more concerned with meeting people, getting on with workmates and friendly bosses.

Features most often mentioned by Pakehas were, in decreasing order, 'interesting , varied job', secure, stable job', 'good pay', 'job where you meet people'. 'prospects of promotion', 'getting on with workmates', and 'demanding job'. The order of popularity for reasons given by Maoris was quite different,-'good pay', 'interesting,varied job', 'job where you meet people', getting on with workmates' and 'secure stable job'.

Maoris were more likely than Pakehas to mention good pay, getting on with workmates, friendly bosses, meeting people, being part of a team and easy job, and were less likely to mention interesting, varied jobs, demanding jobs, secure/stable jobs and jobs with prospects of promotion.

MAIN REASON FOR CHOOSING JOB

If respondents gave more than one reason they were asked to give the one most important reason (Table 5.2). The pattern of responses was similar to that in Table 5.1. The most commonly given main reason was 'interesting, varied job' (32%), followed by 'a secure, stable job' (25%), 'good pay' (11%) and 'a job where you meet people' (9%).

Sex and Ethnic Group Differences

A greater proportion of boys than girls gave as most important 'secure, stable job' (28% compared with 23% respectively), and 'good pay' (15% and 8%). Far more girls (15%) than boys (2%) indicated that 'a job where you meet people' was most important to them.

More Pakehas than Maoris gave as the main reason for choosing their job that it was interesting and varied, demanding and secure. More Maoris than Pakehas chose their job because it had good pay, they got on with their workmates or because it enabled them to meet people.

TABLE 5.2

MAIN REASON FOR CHOOSING JOB BY SEX AND ETHNIC GROUP (PERCENTAGES)

	Males N=298	Females N=362	Total N=660	Pakeha N=436	Maori N=167
Good pay	14.8	7.7	10.9	5.3	24.0
Interesting, varied job	30.9	32.9	32.0	38.3	19.2
Important job	1.3	0.6	0.9	0.9	0
Demanding job	3.0	5.0	4.1	5.3	2.4
Easy job	1.3	1.1	1.2	0.7	1.8
Get on with workmates	4.0	3.3	3.6	2.3	6.6
Secure, stable job	28.2	23.2	25.5	27.3	22.2
Bosses are friendly	1.0	0.3	0.6	0.5	0
Prospects of promotion	4.7	3.9	4.2	3.7	5.4
Part of a team	2.0	1.4	1.7	0.9	1.8
A job where you meet people	1.7	15.2	9.1	7.8	12.0
Other	7.0	5.5	6.2	7.1	4.8
TOTAL	100	100	100	100	100

Age Differences

Older respondents were more likely than younger ones to choose a job because it was interesting and varied (37% of those 16 or older and 22% of 15 year olds chose their job for this reason). Fifteen year olds more often chose a job because the pay was good (20% compared with 8% of the others), or because they got on with workmates (11% compared with 2% of the others).

TABLE 5.3

MAIN REASON FOR CHOOSING JOB BY AGE (PERCENTAGES)

	15 Yrs N=113	16 Yrs N=210	17 Yrs N=173	18+ Yrs N=43
Good pay	20	7	8	16
Interesting, varied job	22	37	38	37
Get on with workmates	11	3	1	
Secure, stable job	25	28	23	23
Prospects of promotion	2	3	7	2
Other	20	22	23	22
TOTAL	100	100	100	100

Qualification Differences

Leavers who had obtained a seventh form qualification were far more likely than those with fewer qualifications to choose a job because it was interesting and varied (63% and 31% respectively). Main reasons for those with lower qualifications tended to be divided between "interesting, varied jobs" and "secure, stable job". Those with no qualifications gave these reasons and also "good pay" and "job where you meet people".

TABLE 5.4

MAIN REASON FOR CHOOSING JOB BY QUALIFICATIONS (PERCENTAGES)

	Bursary HSC N=19	UE N=93	SFC N=101	SC3+ N=71	SC 1 or 2 N=88	None N=288
Good pay	16	10	4	8	8	15
Interesting, varied job	63	42	29	35	41	24
Secure, stable job	5	19	27	31	33	25
Job where you meet people	0	8	12	6	5	11
Other	16	21	28	20	13	25
TOTAL	100	100	100	100	100	100

Socio-economic Status Differences

Respondents whose fathers had "Level 1 " or "Level 2" jobs (the two highest levels) were more likely than others to choose their jobs because they were interesting and varied. Those who came from "Level 3" or "Level 4" backgrounds chose for this reason or because the job would be secure and stable, while one fifth of those from "Level 5" or "Level 6" thought good pay was important as well as a job being both interesting and varied, and secure and stable.

TABLE 5.5

MAIN REASON FOR CHOOSING JOB BY SOCIO-ECONOMIC STATUS (PERCENTAGES)

	(High) 1 N=27	2 N=54	3 N=171	4 N=163	5 N=85	(Low) 6 N=54
Good pay	7	7	7	9	19	19
Interesting, varied job	48	48	35	34	32	17
Important job	4	4		1	1	
Demanding job	4	7	4	4	4	4
Easy job				1	1	4
Get on with workmates			4	4	2	6
Secure, stable job	19	15	25	30	20	30
Bosses are friendly			1	1	1	
Prospects of promotion	4	2	6	2	6	4
Part of a team			1	4	1	2
Job where you meet people	4	9	9	7	7	9
Other reasons	11	7	7	4	6	7
TOTAL	100	100	100	100	100	100

First Job on Leaving School

For many job categories[1] only small numbers were involved and reasons for choosing these jobs are not discussed.

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[1] Jobs were classified according to the New Zealand Standard Classification of Occupations. See Chapter 4.

TABLE 5.6

MAIN REASON FOR CHOOSING JOB BY FIRST JOB (PERCENTAGES)

	Nursing N=29	Typing N=23	Cashier N=48	Clerical N=58	Shopwork N=76	Agriculture N=47	Sewing Machinists N=28	Machine Fitters N=22	Electricians N=28	Labourer N=40	ALL JOBS N=661
Goodpay		4	2	7	7	17	25	5	4	28	11
Interesting, varied job	41	26	38	45	25	23	21	32	39	30	32
Demanding job	10	4	6		7	9	4	5	4		4
Get on with workmates		9		2	7	4	11	9	4		4
Secure, stable job	24	35	23	36	24	13	29	32	25	20	26
Prospects of promotion	3		15		3	4			7	8	4
Job where you meet people	14	13	10	7	20	11	4	5		5	9
Other	7	9	6	3	9	19	7	14	18	10	11
TOTAL	100	100	100	100	100	100	100	100	100	100	100

Nurses more often than most leavers chose their job because it was interesting, varied, demanding and enabled them to meet people. Typists, sewing machinists and machine fitters were more concerned with security and getting on with their workmates. Sewing machinists, agricultural workers and labourers tended to look for a job with good pay. Cashiers, clerks and electricians wanted jobs that were interesting and varied, and cashiers were also concerned with prospects of promotion. More shop workers than others wanted a job where they met people.

Those who were not working thought the following features were important when they were looking for a job - 'a job where you meet people' (24%), 'good pay' (19%), 'interesting, varied job' (19%) and 'secure, stable job' (14%).

REASONS RELATED TO THE SURVEY AREA (Leavers Survey)

In the Leavers Survey, pupils were given a list of possible reasons for choosing their vocational destination (L20) and asked to mark any reason they felt applied to them. Approximately two-thirds of the leavers answered this question. The most frequently given reasons were - 'it is what you really want to do' (84% said 'Yes' to this reason), 'it provides career prospects' (79%), 'it seems to fit the things you are good at' (68%), 'it is a challenging job' (57%) and 'it offers security' (56%)[2]. Thus most leavers were initially pleased with their first job and felt it would suit them. Four reasons were related to remaining in or leaving the survey area[3] - 'training is available locally', 'it will allow you to stay in this town or area', 'it will allow you to leave this town or area', and 'because there is not much choice'. Characteristics of those giving these reasons are discussed below.

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[2] Further details are available in Appendix Tables 13 to 17.

[3] 'The area' was defined in each questionnaire as that bounded by Tokoroa, Mangakino, Turangi, Taupo, Murupara, Opotiki, Whakatane and Rotorua.

Thirty-two percent of the boys and 27 percent of the girls indicated that the reason 'training is available locally' was among those that applied to them. Approximately the same proportions of boys and girls were influenced in their choice of destination by it allowing them to stay in the area (32% of all respondents), to leave the area (31%) or because there was not much choice (20%).

More Pakehas than Maoris were influenced by training being available locally (31% and 27% respectively) and being able to remain in the area (33% and 28% respectively) while fewer Pakehas than Maoris considered the fact that their destination allowed them to leave the area (28% and 40%) or found there was not much choice (15% and 32%).

Leavers who were most likely to give the reason 'training is available locally' were 16 year olds, fifth formers and those with School Certificate or no qualifications. They were usually intending to study part-time and planned to enter trades (such as hairdressing, machine fitting, electrical work, plumbing, painting, carpentry) or to become nurses, draughtsmen, typists, cashiers or shop assistants.

Those who mentioned they wanted to remain in the area tended to be younger, from the fourth or fifth form and have School Certificate, or no qualifications. Generally they intended to work without study or training or to enter a trade. Jobs enabling them to stay in the area were typing, cashier work, clerical work, shop work and some trades.

Respondents including the reason that they wanted to leave the area were usually older than average, were leaving from their second year in either the fifth or sixth form and had Sixth Form Certificate or one School Certificate subject. Those occupations most often indicated as enabling people to leave the area were nursing, teacher training, service work and painting.

The proportion of leavers who said they did not have much choice decreased with age (from 33% of 15 year olds to 15% of those 17 and older), form on leaving (from 43% of third and fourth formers to 10% of seventh formers) and qualifications (from 30% of those with no qualifications to 10% of those with Bursary or Higher School Certificate). The most frequently given destination for those who saw themselves as having 'not much choice' was work without study or training. The jobs they intended to enter were shop assistant, labourer, forestry worker and painter.

CHAPTER 6

LEAVING FIRST DESTINATION

LENGTH OF TIME AT FIRST DESTINATION

Fifty-eight percent of those who responded to the follow-up survey were still at their first destination one year after leaving school. (see Table 6.1) Two percent left their first destination within the first month, 4 percent left in each of the next four months and approximately three percent in each month after that. Many of those leaving after 10-12 months had completed courses of study.

TABLE 6.1

LENGTH OF TIME AT FIRST DESTINATION BY SEX (PERCENTAGES)

	Male N=403	Female N=507	Total N=910
Unemployed	2	5	4
1 month or less	3	2	2
1 to 2 months	4	4	4
3 to 4 months	7	9	8
5 to 6 months	8	8	8
7 to 9 months	6	9	8
10 to 12 months	6	9	8
Still at first destination	64	53	58
TOTAL	100	100	100

Girls showed a greater tendency to leave their jobs than boys. More boys (64%) than girls (53%) remained at their first destination for at least one year. A higher proportion of girls (5%) than boys (2%) were unemployed and had not had a job since leaving school.

Sixty-three percent of the Pakehas and 49 percent of the Maoris were still at their first destination after one year. On average, Pakehas stayed at their first destination for one month longer than did Maoris.

The proportion of leavers still at their first destination after 12 months increased with age from 44% of 15 year olds to 72 percent of those 18 years and over.

Higher proportions of those with Bursary (87%) and Higher School Certificate (89%) were still at their first destination after 12 months. Those with one or two Sixth Form Certificate subjects (32%) or no qualifications (46%) were less likely to still be at the same destination.

Only 32 percent of the 53 respondents initially going to study full-time at a technical institute were still there one year after leaving school, but 45 percent had attended a technical institute course for 10-12 months. All but one of the latter had finished the course they undertook. Proportions of those staying at various other destinations are 90 percent of those at university, 85 percent of those at teachers college, 88 percent of the apprentices, 78 percent of those studying part-time not at a technical institute, 64 percent of those studying non-trade courses part-time at a technical institute and 47 percent of those working without any study or training.

REASONS FOR LEAVING FIRST DESTINATION

Respondents who left their first destination were asked to indicate those reasons for doing so (from the list in Table 6.2) which applied to them. Almost three quarters gave only one reason for leaving, 13 percent gave two reasons, eight percent gave three reasons and four percent gave 4 reasons.

Reasons given most frequently in decreasing order, were "first job was a fill-in, left to enter intended job"(14% of respondents), "didn't like the job", (14%), "prospects were better in new job", (13%) "didn't like the people", (11%) "money was better in new job" (11%) "finished course" (10%), "found a more suitable job" (9%), "to take up full-time training or study"(9%), "laid off, redundant" (9%), and "sacked by employer" (8%).

It is interesting that more girls than boys were laid off while more boys than girls were sacked by their employer. Far more girls than boys left their first destination because they wanted to return to the area [1] (7% and 1% respectively), for health reasons or because they had finished a course. On the other hand more boys than girls left because their first job was a fill-in, they did not like their first job, because money or prospects were better in their new job or because they failed exams.

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[1] The Rotorua/Bay of Plenty area is defined more fully in Chapter 5

TABLE 6.2

REASONS FOR LEAVING FIRST DESTINATION BY SEX (PERCENTAGES)

	Male N=132	Female N=206	Total N=338
Full-time study	9.8	7.8	8.6
Laid off,redundant	5.3	10.7	8.6
Sacked	9.1	6.8	7.7
First job a fill-in	18.2	11.2	13.9
Didn't like job	17.4	11.7	13.9
Didn't like the people	11.4	11.2	11.2
Wanted to leave area	6.8	5.3	5.9
Wanted to return to area	1.5	7.3	5.0
Better money in new job	16.7	7.8	11.2
Better prospects in new job	15.2	11.7	13.0
Found more suitable job	9.8	9.2	9.5
Didn't like course	4.5	2.9	3.6
Failed exams	5.3	1.5	3.0
Short of money-needed job	1.5	1.0	1.2
Not suitable for study	1.5	2.4	2.1
Prefer work to study	0.8	2.9	2.1
Finished course	3.0	14.1	9.8
Health	1.5	5.3	3.8
Other	12.1	12.1	12.1

MAIN REASON FOR LEAVING FIRST DESTINATION

If they had given more than one reason for leaving their first destination, respondents were asked to also give their main reason for doing so.

Reasons most commonly given by males were "money was better in new job" (11%) "first job was a fill-in" (10%), "didn't like job" (9%), "to take up full-time study" (8%) "prospects were better in new job (8%) and "sacked by employer" (8%). Girls more often gave the following reasons - finished course [2] (14%), "laid off, redundant" (10%), "first job was a fill-in" (9%), "prospects were better in new job" (8%), "sacked by employer" (6%), health [2] (5%), "full-time study" (5%), "didn"t like job" (5%) "wanted to come back to the area" (5%) and "didn't like the people" (5%).

More Pakehas than Maoris gave, as their main reason for leaving their first destination, that they were going to take up full-time study (8% and 3% respectively), that they did not like their first job, that their first job was a fill-in and they had left to enter their intended job, that their new job had better prospects, and was more suitable. More Maoris than Pakehas left because they were sacked, wanted to leave the area, and because they wanted to move back to the area.

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[2] These reasons were taken from the'Other' category given in the questionnaire.

TABLE 6.3

MAIN REASON FOR LEAVING FIRST DESTINATION BY BY SEX AND ETHNIC GROUP (PERCENTAGES)

	Male N=131	Female N=204	Total N=335	Pakeha N=212	Maori N=94
Full-time study	8	5	7	8	3
Laid off, redundant	5	10	8	7	9
Sacked	8	6	7	6	10
First job a fill-in	10	9	10	11	6
Didn't like job	9	5	7	7	2
Didn't like the people	5	5	5	4	4
Wanted to leave area	5	3	4	2	7
Wanted to return to area	2	5	4	3	9
Better money in new job	11	3	6	6	6
Better prospects in new job	8	7	7	9	4
Found more suitable job	6	2	4	4	1
Didn't like course	2	2	2	2	1
Failed exams	5	2	3	4	2
Short of money, needed job	1	0	1	0	1
Not suitable for study	1	1	1	1	0
Prefer work to study	0	1	1	0	2
Finished course	3	14	10	11	9
Health	2	5	4	4	3
Other	11	13	12	9	20
TOTAL	100	100	100	100	100

Main reasons for leaving were related to first destination on leaving school. For some destinations the number leaving were too small for any general statements to be made. The main reasons for leaving other destinations are given in the following paragraph.

Three quarters of those leaving full-time study at a technical institute, gave as their main reason that they had finished their course. Half of those leaving university had failed exams. Reasons most commonly given for leaving destinations not involving study or training were "to enter intended job" (13%), "prospects were better in new job" (10%), "laid off, redundant" (10%), "sacked by employer" (9%), "didn't like job" (7%), "to take up full-time training or study" (7%) and "money was better in new job" (7%). Only a few people left from each other destination and they gave a variety of reasons.

CHAPTER 7

INTENDED DESTINATIONS OF RESPONDENTS TAKING A TEMPORARY JOB

When the study was planned it was thought that in many cases school leavers would not be able to enter the job or training they particularly wanted but would have to make do with something else. A series of questions in the follow-up survey (F7 and F8) sought information on whether leavers regarded their first job as a"fill-in", what they eventually intended to do, whether they had entered their intended job or training, how long they stayed if they entered, and, if applicable, their reasons for leaving[1] or not entering intended jobs.

CHARACTERISTICS OF RESPONDENTS INTENTIONALLY TAKING A TEMPORARY JOB

Twenty-five percent (234) of the leavers responding to the follow-up questionnaire regarded their first destination as a "fill-in" until they could enter something else. Similar proportions of boys and girls and of each ethnic group thought of their first destination as a temporary one. The proportion of students who regarded their first job as a fill-in increased with socio-economic status from 20% of leavers with fathers in 'level 1' jobs to 36% of those with fathers in 'level 6', ie level 6 leavers were more likely to regard their first job as temporary. This may be because level 1 leavers are more able to enter their intended destinations on leaving school either because of their qualifications or their greater freedom of choice. Eighty-five percent of the leavers who regarded their first job as temporary had been working without study or training. This is a much higher proportion than that of the entire survey group (51% intended to work without study or training).

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[1] Since only 17 respondents answered this question their answers have not been described.

INTENDED DESTINATIONS

Leavers regarding their first job as temporary were asked what they intended to do eventually (see table 7.1)

TABLE 7.1

INTENDED DESTINATION BY SEX AND ETHNIC GROUP (PERCENTAGES)

	Male N=103	Female N=129	Total N=232	Pakeha N=147	Maori N=60
Apprenticeship	45	4	22	22	20
Part-time Technical Institute	5	11	8	5	10
Part-time other	4	35	21	23	15
Work only	24	26	25	22	32
Full-time Technical Institute	2	1	1	1	2
University	8	9	8	12	3
Teachers College and University	0	2	1	1	2
Teachers College	1	5	3	3	5
Full-time other	12	9	10	11	12
	100	100	100	100	100

The most common intended destination for boys was an apprenticeship (45%), followed by work notinvolving study or training (24%), full-time training not at university,technical institute or teachers college (12%) and university study (8%).

Most girls were intending to undertake part-time non-technical institute study (35% - mostly nursing), work without study or training (26%), part-time technical institute study (11%), university (9%) and full-time study not at a technical institute, university or teachers college (9%).

Maoris were more likely than Pakehas to be planning to study non-trade courses part-time at a technical institute or to work without study or training and less likely to study part-time not at a technical institute or full-time at university.

Information on the specific "intended" job was also collected (Table 7.2)

TABLE 7.2

INTENDED JOB BY SEX AND ETHNIC GROUP (PERCENTAGES)

	Male N=100	Female N=130	Total N=230	Pakeha N=146	Maori N=59
Nursing	2	30	18	20	14
University	7	8	8	11	3
Teachers College	1	7	4	4	7
Typing	-	8	5	3	7
Cashier Work	2	5	4	3	5
Clerical	1	8	5	6	5
Police and armed forces	8	5	7	6	10
Agricultural Work	7	5	6	6	5
Machine Fitting	21	-	9	8	10
Other	44	18	30	27	29
Not Known	7	4	5	4	5
TOTAL	100	100	100	100	100

thirty percent of females regarding their first job as "a fill-in" intended to enter nursing. Other jobs commonly given as intended destinations were university (8%), typing (8%), clerical (8%), teachers college (7%), police or armed forces (5%), cashier work (5%), and agricultural work (5%). For males, the most common intended jobs were machine fitting (21%), university (7%), police or armed forces (8%), and agricultural work (7%).

Higher proportions of Pakehas than Maoris intended to enter nursing and university while more Maoris than Pakehas planned to go to teachers college, typing, cashier work and into the police or armed forces.

INTENDED DESTINATIONS ACTUALLY ENTERED

Forty percent of those who originally intended to enter another job had done so within one year of leaving school. Males (43%), and Pakehas (43%), were more likely than females (38%) and Maoris (39%) to have entered their intended job.

Fifty-nine percent of those wanting to do some sort of job not involving study or training (such as agriculture work or labouring) entered their intended destination, as did 38 percent of those intending to become apprentices and 33 percent of those wanting to study part-time at other than a technical institute. The proportions actually entering intended destinations with stricter entry requirements were generally rather low, as with teacher training (10%) and nursing (27%).

Length of Time at Intended Job

Three quarters of those who had entered their intended job were still there at the time they completed the questionnaire.

Reasons For Not Entering Intended Destination

TABLE 7.3

REASONS FOR NOT ENTERING INTENDED DESTINATION
BY SEX AND ETHNIC GROUP (PERCENTAGES)

	Male N=56	Female N=77	Total N=133	Pakeha N=83	Maori N=34
Did not have the right qualifications	10.7	15.6	13.5	10.8	20.6
Was not accepted for job, study or training	30.4	16.9	22.6	28.9	14.7
Changed my mind about what I intended to do	10.7	14.3	12.8	10.8	17.6
Intend to enter later	14.3	15.6	15.0	21.7	2.9
Could not afford it	8.9	5.2	6.8	3.6	11.8
Too young to enter job, study or training	1.8	9.1	6.0	3.6	11.8
First job was better than expected	8.9	2.6	5.3	3.6	5.9
Other	14.3	20.8	18.0	16.9	14.7
TOTAL	100	100	100	100	100

Respondents were asked to give their reasons for not entering their intended job if they had not done so at the time the questionnaire was answered. Fifteen percent still intended to enter the job some time in the future. Nearly a third of the males had not been accepted for their intended job, study or training, 11% did not have the right qualifications and 11% changed their minds about what they intended to do. Seventeen percent of the females were not accepted for their intended job, study or training, 16% did not have the right qualifications and 14% had changed their minds about what they intended to do.

More Pakehas (29%) than Maoris (15%) had not entered their intended destination because they were not accepted for job, study or training.

Twenty-two percent of the Pakehas and only 3% of the Maoris still planned to enter their intended destination.

More Maoris than Pakehas did not enter their intended destination because they did not have the right qualifications (21% and 11%), were too young (12% and 4%), changed their minds (18% and 11%), or could not afford it (12% and 4%).

CHAPTER 8

DESTINATION AFTER 12 MONTHS

DESTINATION

Respondents were asked what job, study or training they were doing one year after leaving school (F9). The destinations given are recorded in Table 8.1 together with those given for the period immediately after leaving school. The latter are referred to in this chapter as "immediate destinations".[1] Eighty percent of respondents gave the same destination one year later.

TABLE 8.1

See over for Table 8.1.

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[1] The data on immediate destinations used throughout this chapter for comparative purposes are more fully described in chapter 4 where they are referred to as "actual destinations".

TABLE 8.1

IMMEDIATE DESTINATION AND DESTINATION AFTER 12 MONTHS BY SEX (PERCENTAGES)

	Immediate			After 12 months		
	Males N=416	Females N=520	Total N=936	Males N=412	Females N=511	Total N=923
Become an apprentice	24.3	2.7	12.3	27.7	2.2	13.5
Work and part-time study or training at a technical institute	3.6	4.0	3.8	3.6	3.7	3.7
Work and other part-time study and training	2.6	8.5	5.9	1.9	9.8	6.3
Work only	48.3	53.8	51.4	41.7	46.6	44.4
Full-time study or training at a technical institute	1.9	8.8	5.8	1.7	6.5	4.3
Full-time study or training at a university	9.1	6.7	7.8	9.2	6.8	7.9
Full-time study at teachers college with part-time university	0.5	5.8	3.4	0.5	5.3	3.1
Full-time study at teachers college	0.5	2.1	1.4	0.2	2.5	1.5
Full-time study or training other than above	7.2	2.7	4.7	9.7	2.0	5.4
No job or study since leaving school	1.9	4.8	3.5	1.5	5.5	3.7
Had job or study but unemployed now				2.2	9.2	6.1
TOTAL	100	100	100	100	100	100

As was the case for immediate destinations, destinations after 12 months were not known for almost a quarter of the sample and as these people were younger and had fewer educational qualifications than the group as a whole the actual number of leavers in the 'work only' and 'unemployed' categories is probably higher than shown here.

The distribution of destinations 12 months after leaving school differed from that of the first destination with the 'work only' category decreasing from 51% to 44% while the 'unemployed or not working' category increased from four percent to 10 percent (see Table 8.1). The decrease for the 'work only' category was similar for both boys (from 48% to 42%) and girls (from 54% to 47%). The proportion of girls who were unemployed showed a greater increase over the year (from 5% to 15%) than did the proportion of unemployed boys (2% to 4%). This pattern was particularly marked for those leaving school aged 15 (the proportion working without study or training decreased from 74% to 60% while the proportion not working increased from 2% to 19%), and those with no qualifications (the proportion working without study or training decreased from 70% to 58% while the proportion not working increased from 7% to 17%).

A higher proportion of Maoris than Pakehas were working without study or training (Table 8.2). Far more Maoris (18%) than Pakehas (5%) were unemployed 12 months after leaving school. There was a large reduction (from 5.2% to 2.6%) in the proportion of Maoris studying full-time at a technical institute.

TABLE 8.2

IMMEDIATE DESTINATION AND DESTINATION AFTER 12 MONTHS BY ETHNIC GROUP (PERCENTAGES)

	Immediate		After 12 months	
	Pakeha N=629	Maori N=233	Pakeha N=623	Maori N=227
Become an apprentice	13.8	10.3	15.4	11.5
Work and part-time study or training at a technical institute	5.2	1.3	5.3	0.4
Work and other part-time study or training	7.2	3.4	7.9	3.5
Work only	44.8	63.9	39.5	53.3
Full-time study or training at a technical institute	6.4	5.2	5.3	2.6
Full-time study or training at a university	10.3	1.3	10.6	0.9
Full-time study at a teachers college with part-time university	3.5	3.9	3.4	3.5
Full-time study at teachers college	1.7	1.3	1.9	1.3
Full-time study or training other than above	5.6	3.4	6.1	4.8
No job or study since leaving school	1.3	5.6	1.0	5.3
Had job or study but unemployed now			3.7	12.8
TOTAL	100	100	100	100

From comments in the questionnaire it was apparent that several of the girls had married and/or had babies within a year of leaving school. The following figures were based on comments volunteered in the questionnaires, thus the true number was probably higher. Ten girls (2% of the girls) had married, 12 (2%) had babies and 8 (1%) were married with babies.

Nineteen respondents (2% of girls and boys) were found to have gone overseas and 10 (1%) had returned to school.

SPECIFIC JOB ENTERED

Jobs held 12 months after leaving school were similar to those obtained initially on leaving school (73% gave the same job at both times). Details can be seen by comparing Table 8.3 with Tables 4.2 and 4.4. There was an increase in the proportion nursing (3.8% to 4.4%), typing, doing cashier work and agricultural work while the proportion studying full-time at a technical institute, in clerical jobs, shop work, waitressing, domestic work, sewing machining and labouring had decreased. The proportion not working had increased considerably from 4% to 10%.

For Pakehas there were increases in the proportions nursing, (from 4.3% to 5.5%) typing, doing cashier work, machine fitting and not working, and decreases in the number studying full-time at a technical institute, doing clerical work, shop work, hairdressing and labouring.

JOB AFTER 12 MONTHS

Details on the specific job entered are given below.

TABLE 8.3

JOB AFTER 12 MONTHS BY SEX AND ETHNIC GROUP (PERCENTAGES)

	Males N=404	Females N=513	Total N=917	Pakeha N=622	Maori 223
University	9.4	6.8	8.0	10.6	0.9
Teachers College	0.7	7.8	4.7	5.3	4.9
F-T Technical Institute	1.7	6.4	4.4	5.3	2.7
Other F-T Training	0.5	0.4	0.4	0.6	-
Draughting	1.5	0.4	0.9	1.1	-
Nursing	-	7.8	4.4	5.5	2.2
Typing	-	6.4	3.6	4.2	2.7
Cashier	1.7	9.6	6.1	7.1	4.9
Clerk	2.0	8.8	5.8	6.9	3.6
Shop work	4.2	7.6	6.1	6.6	2.7
Waitressing etc.	0.7	2.3	1.6	1.6	1.8
Domestic	-	1.4	0.8	0.5	1.3
Hairdressing	-	1.8	1.0	1.3	0.4
Services (Armed and Police)	6.9	0.2	3.2	3.2	3.6
Agricultural Work	10.9	3.1	6.5	6.1	8.1
Forestry Work	4.2	0.6	2.2	1.1	5.4
Wood Preparation	2.2	-	1.0	0.5	1.8
Food Preparation	3.5	0.2	1.6	1.3	3.1
Sewing Machinists	2.0	2.5	2.3	1.3	4.0
Machine Fitters	7.4	0.4	3.5	3.9	3.6
Electricians	7.2	0.2	3.3	3.7	2.2
Plumbers	3.0	-	1.3	1.4	1.3
Painters	2.7	-	1.2	1.0	2.2
Carpenters	5.9	-	2.6	2.3	4.0
Storemen	3.2	0.6	1.7	1.4	1.8
Labourers	5.9	1.2	3.3	2.1	4.5
Not Working	3.7	14.6	9.8	4.8	18.8
Returned to School	2.2	1.0	1.5	1.8	0.9
Others	6.4	8.0	7.3	7.6	6.3
TOTAL	100	100	100	100	100

For Maoris there were decreases in the numbers studying full-time at a technical institute, doing shop work, waitressing, domestic work, food preparation, sewing machining, electrician work, stores work and labouring, and increases in the number of clerks, service workers, agricultural workers and a large increase in the proportion not working (5% to 19%).

Common jobs for those becoming apprentices were electrician (21%) machine fitting (20%), carpentry (15%), painting (8%), hairdressing (6%), agricultural work (6%) and food processing (6%).

Those studying part-time at a technical institute were working as physical science technicians (18%), draughtsmen (18%), clerks (18%) and cashiers (12%).

The majority of respondents who were studying part-time not at a technical institute were nurses (67%) and cashiers (14%).

Those undertaking 'other' full-time study or training tended to be in the armed services or police force (58%).

Jobs given most often by those not studying or training were shop work (13%), agriculture (12%), clerical work (11%), cashier work (11%), typing (8%) and labouring (7%).

QUALIFICATIONS GAINED SINCE LEAVING SCHOOL

Approximately one third of the leavers said they had sat for and gained qualifications since leaving school (F4). The type of qualifications they had gained are shown in Table 8.4. As data are not available for 24 percent of the leavers the actual number gaining qualifications could well be greater. On the other hand, comments indicated that some leavers may have recorded qualifications for which they had not yet received examination results.

TABLE 8.4

LEAVERS GAINING QUALIFICATIONS SINCE LEAVING SCHOOL (PERCENTAGES)

	Males N=425	Females N=525	Total N=950	Pakeha N=633	Maori N=241
School Certificate subjects	4.9	5.7	5.4	3.5	11.6
University Entrance subjects	1.4	2.5	2.0	1.7	2.9
Trade Certification Board	14.1	5.5	9.4	10.3	8.7
Technicians Certification Authority	3.1	1.0	1.9	2.8	0
University	8.9	10.9	10.0	13.0	3.3
Other	4.0	10.7	7.7	9.3	5.4
TOTAL	36.5	36.2	36.3	40.6	32.0

Similar proportions (36%) of both boys and girls said they had gained qualifications since leaving school. Boys were more likely to have obtained TCB or TCA qualifications (17% boys and 6% girls).

Forty-one percent of Pakehas and 32 percent of Maoris reported having sat for and gained qualifications since leaving school. Thirteen percent of Pakehas gained university qualifications and only 3% of Maoris, while 12% of Maoris and 4% of Pakehas had gained School Certificate subjects. The proportions passing TCB exams were similar (10% Pakehas, 9% Maoris).

Forty-four percent of those becoming apprentices had passed TCB examinations in the year since leaving school, while 24% of those studying non-trade courses at a technical institute had passed TCA examinations. Twenty-six percent of those undertaking other part-time study gained 'other' qualifications while 89% of those at university and 79% of those studying at teachers college and university had passed university units. Thirty five percent of those studying full-time at a technical institute and 16% of those undertaking 'other full-time study' had gained 'other' qualifications. Seventeen percent of those who said they were working without study or training had gained qualifications - mostly School Certificate or University Entrance subjects (7% and 3% respectively).

CHAPTER 9

FEATURES OF PRESENT JOB

Respondents in the follow-up survey were given a list of features they might find important when they were looking for a job, and asked whether their present job had any of these features (F10). Most leavers listed three features. One quarter of eligible respondents did not answer this question. It is not known whether this was because none of the features mentioned were appropriate to their present job, or was for some other reason.

GENERAL

Overall, 56 percent considered that one of the three features of their present job was that it was interesting and varied, while 39 percent said that it was secure and stable. The three features next most frequently listed, each by one third of the respondents, were "get on well with workmates", "good pay", and "job where you meet people".

TABLE 9.1

FEATURES OF PRESENT JOB BY SEX AND ETHNIC GROUP
(PERCENTAGE GIVING EACH FEATURE)

	Male N=216	Female N=256	Total N=472	Pakeha N=330	Maori N=109
Good pay	35.6	30.9	33.1	28.5	41.3
Interesting, varied job	57.4	55.5	56.4	61.8	45.0
Important job	4.6	10.5	7.8	8.8	5.5
Demanding job	20.4	21.1	20.8	23.6	15.6
Easy job	3.7	2.7	3.2	0.6	9.2
Get on with workmates	37.5	30.1	33.5	29.1	44.0
Secure, stable job	43.1	35.2	38.8	42.1	29.4
Bosses are friendly	15.7	15.6	15.7	12.1	26.6
Prospects of promotion	19.0	14.5	16.5	17.9	10.1
Part of a team	13.4	12.1	12.7	11.2	16.5
Job where you meet people	17.6	44.5	32.2	32.4	28.4
Other	1.4	1.2	1.3	1.2	1.8

Sex and ethnic differences

Higher proportions of boys than girls said they got good pay (36% compared with 31%), got on with workmates (37% to 30%), had a secure, stable job (43% to 35%) and had prospects of promotion (19% to 14%).

More girls than boys said they had an important job (11% and 5% respectively) and a job where they met people (45% and 18%).

Features listed more often by Pakehas than by Maoris were 'interesting, varied job' (62% of Pakehas and 45% of Maoris), 'demanding job', 'secure, stable job' and 'prospects of promotion'. Maoris were more likely to have mentioned 'good pay', 'easy job', 'get on with workmates', 'bosses are friendly' and 'part of a team'.

Differences in Age and Qualifications[1]

There was an increase with both age and qualifications in the proportion of respondents saying their present job was interesting, varied, important or demanding. Fifty percent of 15 year olds, 65% of those 17 and over, 45% of those with no qualifications and 82% of those with Higher School Certificate or Bursary said interesting and varied. There was a decrease with age only in the proportions whose jobs enabled them to get on with workmates, to meet people, to be part of a team and whose bosses were friendly. Sixteen and 17 year olds were more likely than 15 year olds and those 18 and over to say their jobs were secure and stable and had promotion prospects. Leavers with no or low qualifications more often said their jobs had friendly bosses and less often said their jobs were interesting and varied. There were no other consistent trends with qualifications.

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[1] Information relating qualifications to features of the present job has not been presented in a table because of the size of the table and the lack of any meaningful pattern in the data.

TABLE 9.2

AGE BY FEATURES OF PRESENT JOB
(PERCENTAGES GIVING EACH FEATURE)

	15 years N=60	16 years N=168	17 years N=139	18 years+ N=32
Good Pay	33.3	25.0	34.5	46.9
Interesting, varied job	50.0	57.1	66.2	59.4
Important job	5.0	8.9	9.4	12.5
Demanding job	15.0	21.4	21.6	34.4
Easy job	5.0	2.4	1.4	9.4
Get on with workmates	38.3	35.1	29.5	12.5
Secure, stable job	25.0	40.5	43.2	37.5
Bosses are friendly	30.0	16.1	12.2	9.4
Prospects of promotion	10.0	20.2	18.0	12.5
Part of a team	16.7	13.7	7.2	6.2
Job where you meet people	35.0	29.8	30.9	21.9
Other	0	0.6	3.6	-

Present job

The numbers in each job category were usually too small for any meaningful comment to be made on the relationship between a job and its features as seen by the respondents. Table 9.3 refers only to jobs held by more than 20 people.

Nursing is described as an example of how the table is to be interpreted. It was more often than other jobs seen as being an important (17% compared with the average over all jobs of 8%) and demanding job where the respondents were part of a team and could meet people.

TABLE 9.3

PRESENT JOB BY FEATURES OF PRESENT JOB (PERCENTAGE LISTING EACH FEATURE)

	Nursing N=29	Typing N=23	Cash-ier N=49	Clerical N=43	Shop work N=41	Agricul-tural work N=31	Machine Fitting N=23	All Jobs N=472
Good pay	24.1	21.7	26.5	25.6	19.5	35.5	30.4	33.1
Interesting, varied job	65.5	60.9	51.0	74.4	36.6	71.0	65.2	56.4
Important job	17.2	8.7	4.1	4.7	-	3.2	8.7	7.8
Demanding job	44.8	4.3	16.3	16.3	17.1	22.6	43.5	20.8
Easy job	-	-	-	2.3	4.9	-	-	3.2
Get on with workmates	6.9	43.5	34.7	34.9	34.1	29.0	34.8	33.5
Secure, stable job	34.5	39.1	51.0	46.5	36.6	29.0	47.8	38.8
Bosses are friendly	3.4	21.7	10.2	9.3	17.1	25.8	4.3	15.7
Prospects of promotion	13.8	26.1	34.7	16.3	14.6	-	-	16.5
Part of a team	27.6	8.7	-	9.3	19.5	12.9	13.0	12.7
Job where you meet people	55.2	39.1	46.9	39.5	73.2	9.7	8.7	32.2
Other	3.4	-	-	-	-	-	-	1.3

COMPARISON OF FEATURES LOOKED FOR AND FEATURES FOUND

Table 9.4 contains a comparison between features the respondent thought important when looking for a permanent job (F10a) [2] and features of their present job (F10c). In order to make the two sets of data comparable, in both cases the number of times each feature is listed is expressed as a percentage of the number of times all features are listed. Thus, listings of 'good pay' constituted 12.7 percent of the 2456 listings of features that were important when looking for a job, and 12.2 percent of the 1283 listings of features of present job.

TABLE 9.4

COMPARISON BETWEEN FEATURES OF JOBS LOOKED FOR AND FOUND (PERCENTAGES OF THE NUMBER OF TIMES ALL FEATURES ARE LISTED)

	Features looked for			Features found		
	Males	Females	Total	Males	Females	Total
Number of times features listed	1024	1432	2456	582	701	1283
Good pay	13.6	12.1	12.7	13.2	11.3	12.2
Interesting, varied job	19.3	17.6	18.3	21.3	20.3	20.7
Important job	2.9	3.2	3.1	1.7	3.9	2.9
Demanding job	7.7	6.9	7.2	7.6	7.7	7.6
Easy job	1.2	1.7	1.5	1.4	1.0	1.2
Get on with workmates	9.3	9.9	9.7	13.9	11.0	12.3
Secure, stable job	16.4	12.8	14.3	16.0	12.8	14.3
Bosses are friendly	4.6	5.2	4.9	5.8	5.7	5.8
Prospects of promotion	10.0	7.5	8.6	7.0	5.3	6.1
Part of a team	5.5	5.7	5.6	5.0	4.4	4.7
Job where you meet people	6.9	15.1	11.7	6.5	16.3	11.8
Other	2.6	2.2	2.4	0.5	0.4	0.5
Total	100	100	100	100	100	100

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[2] Further details on important features when looking for a job are described in Chapter 5.

The distribution of features found in present jobs was generally similar to that of features thought to be important when looking for a job. The greatest differences were for "interesting, varied jobs" which was listed on a greater proportion of occasions as a feature of present job (21%) than as an important feature when looking for a job (18%), getting on with workmates (12% for present job and 10% when looking for a job), and promotion prospects (6% and 9%).

As was the case for the overall group, the two distributions of features were similar for each sex and for Pakehas and Maoris.

These findings appear to indicate that generally school leavers are finding jobs that contain the features they consider important. This must, however, be viewed with caution, particularly because of the low response rate (75%) to the question on features of present jobs.

CHAPTER 10

JOB STABILITY

NUMBER OF JOBS

Respondents were asked how many jobs they had done in the year since leaving school (F12). They were told to count jobs as different if they changed from one employer to another, or from one kind of work to another even if still working for the same employer.

TABLE 10.1

NUMBER OF JOBS SINCE LEAVING SCHOOL BY SEX AND ETHNIC GROUP (PERCENTAGES)

	Male N=316	Female N=370	Total N=686	Pakeha N=450	Maori N=182
One job	64	63	63	65	58
Two jobs	21	27	24	23	29
Three jobs	11	6	9	8	8
Four jobs	3	2	3	2	3
Five + jobs	1	2	1	1	2
	100	100	100	100	100

Sixty-three percent of the respondents had had only one job since leaving school. (This is consistent with the finding reported in Chapter 6 that 58% were at the same destination one year later). A quarter had had two jobs, 9% three jobs, and 4% four or more jobs. There was little difference between boys and girls in the number of jobs held in the year since leaving school except that more girls had two jobs and more boys had three jobs. More Pakehas (65%) than Maoris (58%) had had one job.

Differences in Socio-economic status

There was a tendency for the proportion of respondents having one job to increase with socio-economic status. Sixty-six percent of those whose fathers had 'level 1' jobs had only one job in the year after leaving school compared with 50% of those whose fathers had 'level 6' jobs.

Form on leaving

The proportion of leavers who had had only one job increased with form on leaving from 44% of third formers to 80% of seventh formers. There was a tendency for those leaving from lower forms to have had more jobs. Nineteen percent of leavers from the third form to first year fifth form had had three or more jobs, as compared to 13% of all leavers.

Qualifications

Those with lower qualifications were more likely to have had more jobs (18% of those with no qualifications had had three or more jobs compared with 4% of those with UE) but only 2% of those with one School Certificate subject were in this category.

Age

The proportion of leavers with only one job in the year since leaving school increased with age from 54% of 15 year olds to 76% of those aged 18 and over. The number with 4 or more jobs decreased with age from 9% of 15 year olds to 2% of those aged 18 or older.

First destination

Sixteen percent of those who were originally working without study or training had had three or more jobs in the year since leaving school compared with 13% overall. First jobs more likely to have been held by those who had three or more jobs were shop assistant (22% of those who were initially shop assistants had had three or more jobs in the year since leaving school), waitressing (20%), forestry work (20%) and labouring (30%).

Destination after 12 months

Those who were unemployed 12 months after leaving school were more likely than the others to have had three or more jobs during the year (19% compared with 13%). Fifteen percent of respondents who were working without study or training had also had three or more jobs. Those who were working as shop assistants (15%), agricultural workers (25%), forestry workers (20%) and labourers (25%), 12 months after leaving school were more likely to have had three or more jobs.

FUTURE EXPECTATIONS

The follow-up survey asked (F10d) respondents whether they expected to be in their present job in 12 months' time.

TABLE 10.2

EXPECTATIONS OF BEING IN PRESENT JOB IN 12 MONTHS' TIME BY SEX AND ETHNIC GROUP (PERCENTAGES)

	Male N=297	Female N=318	Total N=615	Pakeha N=422	Maori N=147
Yes	62.0	48.7	55.1	60.0	40.1
No	19.2	24.5	22.0	20.1	26.5
Not sure	18.9	26.7	22.9	19.9	33.3
Total	100	100	100	100	100

Higher proportions of boys (62%) and Pakehas (60%) than girls (49%) and Maoris (40%) expected to be in their present job in 12 months' time. The remaining responses were fairly evenly divided between 'No' and 'Not sure' with the exception of Maoris who more often said 'Not sure' than 'No'.

Jobs where high proportions of leavers expected to remain for the next 12 months were machine fitting (92% expected to be in this job in 12 months' time), electrician (93%), carpentry (80%) and nursing (83%). Jobs with low proportions of respondents expecting to remain were shop work (24%), agricultural work (33%), forestry work (30%), and labouring (23%).

CHAPTER 11

UNEMPLOYMENT

CHARACTERISTICS OF THE UNEMPLOYED

Several questions in the follow-up survey were related to the topic of unemployment. The first asked whether, since leaving school, respondents had ever been unable to work because they could not find a job (F11). The proportion of leavers who have been unemployed at some time is probably higher than shown here as the response rate for those with no or low qualifications is lower than average and these leavers are more likely to have been unemployed (see later).

TABLE 11.1

UMEMPLOYMENT BY SEX AND ETHNIC GROUP (PERCENTAGES)

	Male N=352	Female N=416	Total N=768	Pakeha N=501	Maori N=201
Unemployed at least once	20	36	29	21	40
Never unemployed	80	64	71	79	60
Total	100	100	100	100	100

Twenty-nine percent of the leavers had been employed at some time since leaving school. The proportions of females (36%) and Maoris (40%) who had been unemployed was much greater than the proportion of males (20%) and Pakehas (21%).

Differences in socio-economic status

Those whose fathers had jobs with high socio-economic status were less likely to have been unemployed - 22% of those from 'levels 1 to 3' compared with 35% of those from 'levels 5 and 6' had been unemployed at some time.

Form on leaving

The unemployment rate was higher for those who left from lower forms - 45% of third and fourth form leavers had been unemployed, 30% of fifth formers, twenty-three percent of sixth formers and 12% of seventh formers.

Qualifications

The unemployment rate also decreased with qualifications - 37% of those with no qualifications, 26% of those with one or more School Certificate subjects, 22% of those with Sixth Form Certificate subjects or University Entrance and 3% of those with Higher School Certificate or Bursary had been unemployed during the year after leaving school.

Age

Unemployment was greater among younger school leavers. Forty-seven percent of those leaving within two months of turning 15 had been unemployed, thirty-three percent of other 15 year olds, 25% of 16 year olds, 24% of 17 year olds and 16% of 18 year olds.

TIME OF UNEMPLOYMENT

Those who had been unemployed were next asked whether this happened when they first left school. Sixty percent of both males and females who had been unemployed at some time said they could not find a job when they first left school. Two-thirds of the Maoris and half the Pakehas who had been unemployed were in this category.

NUMBER OF TIMES UNEMPLOYED

Of those who had been unemployed, 71% had been so once, 20% twice, 6% three times and 4% four or more times.

TABLE 11.2

NUMBER OF TIMES UNEMPLOYED BY SEX AND ETHNIC GROUP (PERCENTAGES)

	Males N=71	Female N=146	Total N=217	Pakeha N=107	Maori N=78
Once	73	69	71	71	71
Twice	18	21	20	24	17
Three times	6	6	6	4	6
Four or more times	3	4	4	1	6
Total	100	100	100	100	100

A higher proportion of males (73%) than females (69%) had been unemployed only once. Pakehas were more likely to have been unemployed twice while Maoris were more likely to have been so three or more times. The proportion who were unemployed three or more times increased from 6% of those from 'level 1' and 'level 2' to 20% of those from 'level 6' backgrounds.

Form, qualifications and age on leaving

The proportion who were unemployed only once increased with form on leaving (from 63% of fourth formers to 76% of sixth formers), qualifications (from sixty-eight percent of those with no qualifications to 76% of those with Sixth Form Certificate subjects or University Entrance) and age (from 62% of fifteen year olds to 78% of 17 year olds).

Number of jobs since leaving

As expected, the number of times a respondent had been unemployed increased with the number of jobs they had had. Seventy-two percent of those who had had three or more jobs had been unemployed at least once compared with 29 percent of the whole survey group.

LENGTH OF TIME UNEMPLOYED

The last question on unemployment (F11c) asked those who had ever been unemployed how long altogether they had been out of work. Almost a third had been unemployed for more than 12 weeks of the year the survey covered, 27% for seven to twelve weeks and 27% for three to six weeks.

TABLE 11.3

LENGTH OF TIME UNEMPLOYED BY SEX AND ETHNIC GROUP (PERCENTAGES)

	Male N=71	Female N=144	Total N=215	Pakeha N=108	Maori N=77
Less than one week	5.6	0.7	2.3	2.8	1.3
One or two weeks	19.7	9.0	12.6	12.0	15.6
Three to six weeks	28.2	25.7	26.5	35.2	16.9
Seven to twelve weeks	16.9	31.2	26.5	25.9	32.5
More than twelve weeks	29.6	33.3	32.1	24.1	33.8
Total	100	100	100	100	100

Females and Maoris tended to have been out of work for longer periods than males and Pakehas. There was no consistent trend with socio-economic level. Those who were in higher forms were less likely to have been unemployed for a longer period of time - 45% of third and fourth formers had been unemployed for more than 12 weeks compared with 31% of fifth formers and 21% of sixth and seventh formers.

Respondents with higher qualifications were less likely to have been unemployed for more than 12 weeks - 21% of those with Sixth Form Certificate subjects or University Entrance, 26% of those with School Certificate subjects and 40% of those with no qualifications.

Those who left within two months of turning 15 were more likely than the others to have been out of work for more than 12 weeks (41% compared with 24%).

SUMMMARY

Females, Maoris and those who were in lower forms, had fewer qualifications or were younger, were more likely than others to have ever been unemployed. The same groups tended to be unemployed more often and for a greater length of time.

CHAPTER 12

GEOGRAPHIC MOBILITY

Questions on where students were likely to live and why they were leaving their home town (if applicable) were asked in the initial school survey to provide an estimate of the number of pupils likely to be in the area who might attend the community college. They were repeated at the time of leaving so that more accurate data could be obtained. These questions were included, as circumstances leading leavers to remain in their home town, rather than leave it, were of interest to those concerned with regional development.

INTENDED AND ACTUAL GEOGRAPHIC LOCATIONS

In the first two questionnaires respondents were asked where they thought they would live (L24) and in the follow-up survey where they had mainly been living (F13).

TABLE 12.1

INTENDED AND ACTUAL GEOGRAPHIC LOCATION (PERCENTAGES IN EACH CATEGORY)

	Initial Survey		Leavers Survey		Follow-up Survey
		Adjusted		Adjusted	
	N=4288	N=2234	N=1776	N=1479	N=925
Home town	19.3	37.1	45.5	54.6	57.6
'This area'[1]	3.5	6.7	4.3	5.1	5.3
Outside this area	29.3	56.2	33.5	0.2	37.1
Not sure	47.9	-	16.7	-	-
TOTAL	100.0	100.0	100.0	100.0	100.0

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[1] - 'This area' was defined as that bounded by Tokoroa, Mangakino, Turangi, Taupo, Murupara, Opotiki, Whakatane and Rotorua.

While at school (initial survey) almost half the pupils were not sure where they would live when they left school. At the time of leaving school (leavers survey) one sixth were still unsure of where they expected to live during the following year. Percentages were recalculated leaving out those who were not sure. The adjusted percentages show an increasing tendency for respondents to stay in their home town across the three surveys - 37 percent of those giving a response other than 'not sure' while still at school, to 58 percent of respondents in the year after leaving school.

Almost all of those who did leave their home town moved to some town outside 'the area'. There was little difference in responses between males and females.

TABLE 12.2

INTENDED AND ACTUAL LOCATIONS BY ETHNIC GROUP (PERCENTAGES)

	LEAVERS				FOLLOW-UP	
	Pakeha		Maori			
		Adjusted		Adjusted	Pakeha	Maori
	N=1215	N=1043	N=481	N=368	N=620	N=231
Home town	47.2	55.0	40.5	53.0	60.0	48.9
This area	4.3	5.0	4.4	5.7	5.5	5.6
Outside this area	34.3	40.0	31.6	41.3	34.5	45.5
Not sure	14.2	-	23.5	-	-	-
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0

In the leavers survey, a higher proportion of Maoris than Pakehas were unsure where they would live on leaving school. The proportion of Maoris actually remaining in their home town in the year since leaving school (49 percent) was similar to the proportion leaving the area (46 percent) while far more of the Pakehas (60 percent) were remaining in their home town than were moving away (35 percent).

In the leavers survey, of those who were sure where they would live, those with University Entrance or a seventh form qualification were far more likely than the others to plan to leave the area (77 percent and 28 percent respectively) while those with School Certificate or no qualifications were more likely to remain in their home town (70 percent compared with 32 percent).

Changes in Intention

Individual responses to the questions on likely geographical location were compared in order to provide information on the characteristics of those who gave different responses in the school survey and the leavers survey. Those who were 'not sure' in the school survey have been excluded from the following calculations.

This gives an indication as to which groups are likely to be consistent about their intended geographical location throughout the school year which will be useful when planning future surveys.

A comparison of responses in the initial survey and the leavers survey showed that those originally saying they would remain in their home town were more consistent (72 percent gave this response in both questionnaires) than the others (53 percent gave the same response twice). Overall, 60 percent of respondents gave the same geographical location in both questionnaires.

Those in higher forms tended to be more consistent - half of the fifth formers and 77 percent of the seventh formers gave the same location in both surveys. The proportion of sixth and seventh formers leaving the area was greater in the leavers survey than the school survey. Most of those changing to leaving the area had originally been unsure where they would live.

Consistency increased with age from 53% of 15 year olds to 74% of those aged 18 or over. Of those who gave different locations in the two surveys, 15 and 16 year olds tended to more often say they would remain in their home town in the leavers survey while 17 year olds were more likely to say they would leave the area.

Leavers with Bursary or Higher School Certificate were most consistent (84 percent gave the same location twice) and those with one or two Sixth Form Certificate subjects were least consistent (48 percent). Those with seventh form qualifications tended to change from 'not sure' to leaving the area while those with no qualifications were more likely to stay in their home town.

REASONS FOR LEAVING HOME TOWN

TABLE 12.3

REASONS FOR LEAVING HOME TOWN BY SEX

(PERCENTAGES)

	Initial	Leavers Survey		Total	Follow-Up Survey		Total
		Males	Females		Males	Females	
	N=3646	N=405	N=477	N=884	N=182	N=228	N=410
To do a particular course of study or training	51.3	52.8	57.2	55.2	43.4	56.1	50.5
To get a job	9.7	14.3	13.8	14.1	24.2	18.9	21.2
Both to get a job and to study or train	29.8	24.4	16.4	20.0	19.2	11.4	14.9
To be away from your home town	4.5	5.2	6.3	5.8	2.2	3.9	3.2
Other	4.6	3.2	6.3	4.9	11.0	9.6	10.2
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0

In both the leavers and the follow-up surveys, males (24 percent and 19 percent respectively) were more likely than females (16 percent and 11 percent) to give as a reason "both to get a job and to study or train" while more females gave "to do a particular course of study or training".

Compared with the leavers survey, more of the follow-up respondents (especially the males) said they left their home town to get a job.

TABLE 12.4

REASONS FOR LEAVING HOME TOWN BY ETHNIC GROUP

(PERCENTAGES)

	Leavers		Follow-Up Survey	
	Pakehas N=599	Maoris N=253	Pakehas N=256	Maoris N=125
Particular study or training	63.3	36.0	62.9	32.8
To get a job	8.2	28.9	13.3	35.2
Job and study or training	20.0	20.0	11.7	20.0
To be away from home town	4.3	8.7	3.5	3.2
Other	4.2	6.7	9.4	10.4
TOTAL	100.0	100.0	100.0	100.0

In both surveys almost twice as many Pakehas as Maoris gave as a reason for leaving "a particular course of study or training" and nearly three times as many Maoris as Pakehas gave "to get a job".

The majority of those leaving their home town to move outside the area, did so to enable them to study or train (68 percent in the leavers survey and 57 percent in the follow-up survey).

Destinations commonly given in the follow-up survey by those leaving for particular study or training are University study (34 percent), teachers college (20 percent), technical institute (16 percent), nursing (6 percent) and armed services and police work (7 percent).

Those leaving to get a job were going into occupations such as shop work (11 percent), labouring (8 percent), agricultural work (18 percent), forestry (6 percent), sewing machining (8 percent), printing (5 percent) and food processing (5 percent).

Those who left their home town both to get a job and to study or train were going to teachers college (5 percent), a technical institute (8 percent), nursing (10 percent), and armed services and police work (11 percent).

Only 13 respondents to the follow-up survey said they had left so that they could be away from their home town.

Consistency of Responses

Responses were compared for those who answered both the initial questionnaire and the leavers questionnaire. Overall, 40 percent gave the same reason for leaving their home town in both surveys.

The proportion of consistent responses to reasons for leaving home town increased with class level from 16 percent for fifth formers to 70 percent for seventh formers. There was also an increase in consistency with age and qualifications.

Half of those who said initially they were leaving to do a particular course of study or training repeated this reason later, while only 15 percent of those who initially said they were leaving to get a job and 18 percent of those leaving both to get a job and to study or train gave this as a reason in the leavers survey. Approximately half of the latter two groups said at the time of leaving that they would remain in their home town.

CIRCUMSTANCES LEADING LEAVERS TO STAY IN THE AREA

The school survey and leavers survey (L28) asked students whether any of a list of possible circumstances would lead them to stay in 'this area' rather than leave it. Only those who planned to leave the area were to answer the question. The follow-up survey (F15) asked respondents who were currently living outside 'this area' whether they would have stayed for any of the same circumstances.

TABLE 12.5

CIRCUMSTANCES LEADING RESPONDENTS TO STAY IN THE AREA (PERCENTAGES OF THOSE INTENDING TO LEAVE OR HAVING ACTUALLY LEFT THE AREA)

	School Survey n=4313	Leavers Survey			Follow-up Survey		
		Male n=305	Female n=380	Total n=690	Male n=131	Female n=186	Total n=317
Particular job	52.6	50.6	44.0	47.0	22.9	15.1	18.3
Any job	8.4	14.3	10.6	12.4	4.6	5.4	5.0
Study	33.1	33.3	31.1	32.1	34.3	26.4	29.6
Training	38.6	30.2	40.6	36.1	26.7	36.1	32.1
Other	19.5	10.1	12.4	11.3	12.2	8.1	9.8
Would not stay under any circumstances	12.4	9.4	16.5	13.5	16.0	23.7	20.5

Leavers Survey

Almost half those intending to leave the area would stay if they could get a particular job but only 12 percent if they could get any job. Thirteen percent said they would not stay in the area under any circumstances.

More males than females intended leaving the area to get a job and more females to undertake a training course. Fewer Maoris than Pakehas said they would stay for study (24 percent and 35 percent respectively) or training (29 percent and 38 percent) while more Maoris would stay for any job (24 percent and 7 percent).

Two thirds of those who intended leaving to get a job said they would stay if they could get a particular job but only 40 percent would stay if they could get any job. Those leaving both to get a job and to study or train were less likely to stay in the area - 57 percent would stay for a particular job and 11 percent if they could get any job.

Intended jobs given by leavers who said they would stay if they could get a particular job were nursing (11 percent), typing (6 percent), shopwork (9 percent), service work (9 percent), agricultural work (8 percent), machine work (7 percent), electrical work (8 percent) and labouring (6 percent). Only 42 percent of those leaving to study or train said they would stay if their proposed course was available in the area but comments such as 'no university in area' revealed lack of understanding of this question. Thus the actual number who would stay if training were available may be higher than it appears.

Follow-up Survey

More girls (24 percent) than boys (16 percent) would not stay in the area under any circumstances. Girls (36 percent) were more likely than boys (27 percent) to stay in the area if training were available while boys would stay for a particular job. Of those who had mainly lived outside the area one third would have remained in the area if they had been able to study and one third if training was available.

Maoris were more likely than Pakehas to have stayed in the area for reasons relating to jobs (26 percent of Maoris and 14 percent of Pakehas would stay if they could get a particular job and 11 percent and 3 percent respectively if they could get any job) and training (39 percent and 30 percent) and less likely to remain for reasons relating to study (11 percent and 38 percent).

Fifty-one percent of those who would stay if study was available had been attending university, fourteen percent teachers college and twelve percent a technical institute. Those who would stay for training had been nursing (5 percent), at teachers college (29 percent), at a technical institute (17 percent) or in the armed forces or police force (9 percent).

First jobs on leaving school most often given by those who would stay if they could get a particular job were agricultural work (9 percent), armed services or police work (14 percent) and shop work (5 percent).

Those who were older and had higher qualifications were less likely to remain in the area for any of the reasons given.

Comparison of School Survey and Leavers Survey

The proportion of consistent responses varied between 40 percent and 50 percent for each reason. There was little difference between males and females in their pattern of responses. Those with complete qualifications (eg Bursary, University Entrance and three or more School Certificate subjects) were more consistent in responses to the study and training options. The proportion of consistent replies to each option increased slightly with age, class level and qualifications.

CHAPTER 13

CHANGES IN INTENDED AND ACTUAL DESTINATIONS

It was possible to compare answers given to the same (or similar) questions at different times by those leavers who had participated in all three surveys. Approximately 1500 respondents took part in both the school survey and the leavers survey although the number varies as not all leavers answered all questions. Approximately 950 respondents completed questionnaires for both the leavers survey and the follow-up survey.

This chapter compares responses to questions involving broad occupational destinations, jobs, technical institute courses and time of leaving school. (The consistency of responses on geographical destination is discussed in chapter 12.) The overall distributions have been compared and also individual responses. An attempt has been made to identify the characteristics of those who gave different responses at different times and the categories they changed from and to.

MOST LIKELY DESTINATION

School and Leavers Surveys

Table 13.1 shows the relationship between answers at different times to the question on most likely destination. It is somewhat alarming that only 43 percent of the respondents gave the same answers over the period involved (12 months or less, just prior to leaving school). The highest proportion of consistent answers came from those initially opting for work only (65%), apprenticeships (57%) or university (54%). The lowest proportions came from those who thought they would study a non-trade technical institute-type course (17%), go to teachers college (21%) or study full-time at a technical institute (27%). A comparison of the overall distributions of answers showed they were significantly different ($X^2 = 177$, $p < .001$). The main reason for this was the much greater proportion saying they would work without study or training at the time of leaving (28%) than in the school survey (10%). A smaller proportion gave each other option at the time of leaving.

TABLE 13.1

CONSISTENCY OF RESPONSE BY SEX AND ETHNIC GROUP (PERCENTAGES REPEATING SCHOOL SURVEY RESPONSE IN LEAVERS SURVEY)

	Males	Females	Total N = 1544	Pakeha	Maori
Apprenticeship	63	24	57	60	52
Part-time Technical Institute	19	15	17	19	10
Other Part-time Study	11	42	38	40	33
Work Only	58	69	65	67	62
Full-time Technical Institute	23	29	27	29	23
University	59	47	54	56	38
Teachers College and University	20	39	36	42	20
Teachers College	*	22	21	21	23
Other Full-time training	40	20	31	33	26
Overall	50	37	43	45	37

* Where the number in the initial questionnaire is less than 10, the proportion of consistent responses has not been given.

Sex differences: More males (50%) than females (37%) gave the same answer in both questionnaires. It seems that where the destination given was a typical one for that sex, it was more likely to remain the same. For example, males initially giving apprenticeship, university and 'other full-time training' (often armed forces) and females initially giving work only (often clerical or secretarial jobs), part-time non-technical institute study (often nursing) and teacher training were more likely to repeat this response in the leavers survey.

Ethnic group differences: A higher proportion of Pakehas (45%) than Maoris (37%) gave the same destination in both surveys. This was true for each destination except teachers college and particularly true for university (56% Pakehas and 38% Maoris), and teachers college with part-time university study. Maoris showed a greater tendency than Pakehas to change to 'work without study or training'. (The proportion giving this category increased by 16% for Pakehas and 28% for Maoris).

Qualifications: It seemed likely that pupils based their intended destination on the qualifications they expected to gain before leaving school. This would account for the fact that where the qualification was appropriate for the destination, it was less likely to change. For example, none of those with less than UE, 28% of those with University Entrance, 66% with Higher School Certificate and 93% with Bursary, consistently said they would go to university.

It was also apparent that where qualifications were higher or lower than was usual for the intended destination, the second destination was more appropriate to the actual qualifications eg over half of those with Bursary who had initially given a destination other than university, changed to university, while many of those with one School Certificate subject or no qualifications changed from apprenticeships and full-time study to work only.

TABLE 13.2

CONSISTENCY OF RESPONSE BY QUALIFICATIONS (PERCENTAGES REPEATING SCHOOL SURVEY RESPONSE IN LEAVERS SURVEY)

	Bursary	Higher School Cert.	UE	Sixth Form Cert		School Certificate			None
				3+ subjs	1 or 2	3+ subjs	2 subjs	1 subj	
Apprentice	*	*	30	58	*	76	77	47	53
Part-time Tech	*	*	38	17	*	12	0	7	18
Part-time Other	*	*	45	44	*	41	15	35	36
Work Only	*	*	*	50	*	72	56	56	73
Full-time Tech	*	*	31	38	*	11	*	13	9
University	93	66	28	0	*	0	*	*	*
Teachers College and University	*	*	45	21	*	*	*	*	*
Teachers College	*	*	35	31	*	*	*	*	*
Other Full-time	*	*	80	30	*	67	10	39	8
Overall	82	63	38	35	28	42	40	34	43

*See footnote to Table 13.1

Age and form: As with qualifications, the proportion giving the same destination tended to increase with age and form. Where the destination given in the school survey was appropriate to the age and form on leaving it was less likely to change.

Summary of characteristics: Following is a brief description of the characteristics of those who most often gave a consistent response for each destination.

1 'Apprenticeship' - males, 16 and 17 year olds and those with 2 or 3 School Certificate subjects more often gave this destination in the school survey and the leavers survey.

2 'Other technical institute part-time study' - males, 18 year olds and those with University Entrance.

3 'Other part-time study' - females, 17 year olds and those with 1 or more Sixth Form Certificate subjects.

4 'Work without study or training' - females, 15 year olds and those with 3 School Certificate subjects or no qualifications.

5 'Full-time technical institute study or training' - females, 18 year olds and those with sixth or seventh form qualifications.

6 'Full-time university study' - males, 17 and 18 year olds and those with Bursary, Higher School Certificate.

7 'Teachers College and part-time university study' - females, 17 and 18 year olds and those with University Entrance.

8 'Teachers College' - females, 18 year olds and those with three or more Sixth Form Certificate subjects or University Entrance.

9 'Full-time training or study apart from those above' - males, 17 and 18 year olds and those with 3 or more School Certificate subjects or University Entrance.

Degree of certainty about destination: Pupils were asked in the first questionnaire (school survey) if they were fairly sure what type of job they would do or train for after leaving school. They could answer 'yes' or 'no'.

Table 13.3 shows the proportion of consistent responses to the questions on most likely destination in the leavers survey according to whether they said they were sure or not.

TABLE 13.3

CERTAINTY OF DESTINATION BY INTENDED DESTINATION (PERCENTAGES)

	Apprenticeships	Part-time Technical	Part-time Other	Work Only	Full-time Technical	University	Teachers College + University	Teachers College	Full-time Other	Overall
Yes, sure	58	20	43	60	30	54	42	20	36	45
No, not sure	53	11	29	72	23	53	17	20	17	39

Overall, slightly more of those saying they were sure of their destination gave consistent responses (45% to 39%). However, there was some variation for different destinations.

For each destination except 'work only' there was a higher proportion of consistent responses for those who said in the school survey that they were sure of their destination.

Time of leaving: Those leaving school in the first two months after the school survey were more consistent in their responses to the questions on most likely destination than the remainder of the survey population but only half of these did not change their destination. Generally, the next most consistent groups were those leaving at the end of the school year (45%).

Leavers and follow-up surveys

This section examines the relationship between answers to the question on most likely destination in the leavers survey (L19) and the question on first destination in the follow-up survey (F5).

TABLE 13.4

CONSISTENCY OF RESPONSE BY SEX AND ETHNIC GROUP (PERCENTAGES REPEATING LEAVERS SURVEY RESPONSE IN FOLLOW-UP SURVEY)

	Males N = 377	Females N = 450	Total N = 826	Pakeha N = 590	Maori N = 124
Apprenticeship	54	47	53	57	42
Part-time Technical Institute	24	22	23	24	12
Other Part-time Study	20	32	30	29	33
Work Only	81	87	84	83	86
Full-time Technical Institute	37	76	70	73	55
University	80	83	81	82	50
Teachers College and University	33	77	70	61	100
Teachers College	0	33	31	25	60
Other Full-time Training	74	27	51	51	60
Overall	62	62	62	60	65

Sixty-two percent of the respondents gave the same destination in both surveys which was considerably better than in the case of the school and leavers survey (43%).

The highest proportion of consistent responses came from those who said at the time of leaving that they would be working without study or training (84%), studying at university (81%), teachers college and university (70%), or a technical institute (70%).

The proportion saying at the time of leaving that they would work without study or training (32%) was less than the proportion who actually did so (49%). Proportions in all other categories were greater in the leavers survey than the follow-up survey.

Sex: There was no difference between males and females in their overall proportion of consistent responses. However, where destinations given in the leavers survey were typical for that sex they were more likely to have done what they intended eg 54% of males and 47% of females consistently gave apprenticeship as a destination, while 77% of females and 33% of males gave teachers college and university.

Ethnic Group: Sixty-five percent of Maoris and 60% of Pakehas actually went to the destination they had given at the time of leaving school. This differed from the school/leavers comparison where Pakehas had a higher proportion of consistent responses.

Qualifications: The proportions actually entering the destinations they gave on leaving school decreased from 88% for those with bursary to 48% for those with one or two Sixth Form Certificate subjects or three or more School Certificate subjects and then increased to 65% of those with no qualifications. Where the qualifications gained were appropriate to the destination given in the leavers survey, respondents were less likely to have changed their destination, eg 92% of those with Bursary and 84% of those with Higher School Certificate who said they would go to university actually did so, 76% of those with UE consistently gave teachers college as their destination while 64% gave full-time study at a technical institute, and 92% of those with three or more Sixth Form Certificate subjects actually studied full-time at a technical institute.

Age and form: Again, it was apparent that where destinations were appropriate for the age and class level on leaving they were more likely to have been entered.

SPECIFIC JOB

School and leavers survey

The fluctuating vocational intentions of adolescents among broad occupational groupings (discussed in the previous section) were also evident for specific jobs. Only jobs chosen by at least 20 students in the school survey are discussed.[1]

In the school survey respondents were asked what type of job or training they thought they would do when they left school (S13), and in the leavers survey they were asked what their first job would be (L23). Where more than one job had been given in the school survey the first one listed was used for the comparison.

Overall, 37 percent of the leavers gave the same job both times. Of those in the school survey who said they would become draughtsmen, 25% still planned to do so at the time of leaving school, 20% were going to become electricians, 15% agricultural workers and 10% to study full-time at a technical institute.

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[1] - Data discussed in this section are from the 50 percent random sample of respondents who participated in the follow-up survey.

Thirty-four percent of those giving nursing in the first questionnaire did so in the second, while 15% were going into clerical jobs, 7% to shop work and 6% to waitressing.

Of those in the school survey saying typing, 19% also said so at the time of leaving, 28% gave other clerical jobs and 19% intended to study full-time at a technical institute.

Those initially favouring service work later gave service work (41%) and clerical work (15%).

Fifty-seven percent of intending agricultural workers still gave this job later while 9% gave full-time study other than at Teachers College, University or a Technical Institute and 9% gave shop work.

Twenty-seven percent of those giving machine fitting in the first survey did so in the second while 8% planned to become electricians, 6% plumbers, 8% agricultural workers, 6% forestry workers and 12% labourers.

Fifteen percent of intending electricians still gave this job at the time of leaving and 30% now gave machine fitting.

Of those initially giving carpentry, 52% still planned to do this at the time of leaving.

The leavers questionnaire also asked (L23ii) for a second job to be specified if the first job was regarded as a fill-in. This job could be regarded as the 'first permanent job' intended. The jobs given were compared with the first one given in the school survey. Overall, 42% of the respondents gave the same job in both surveys. For each of the jobs mentioned above, a higher proportion of those in the school survey gave the same job in the leavers survey as their 'first permanent job' than as their first job.

Leavers and follow-up survey

The first comparison is between the proposed first job given in the leavers survey and the actual first job described in the follow-up survey. Fifty-six percent of the sample group gave the same job for both questions (L23i, F5).

Forty-six percent of those giving nursing in the leavers survey actually entered nursing. Comparable figures for other jobs (with more than 20 people involved) are typing 30%, cashier 48%, clerical 42%, shop assistant 71%, service workers 72%, agricultural workers 64%, machine workers 39%, electrical workers 67%, and labourers 34%.

In many cases, respondents entered jobs in related fields eg 30% of those originally giving typing became clerical workers, as did 22% of those giving cashier work. Twenty-six percent of intending clerks became cashiers and 7% typists. Seven percent of those saying machine fitting in the leavers survey became electricians while 7% of electricians became machine fitters.

The second comparison was between the job given as 'first permanent job' in the leavers survey (L23ii) and the job after 12 months given in the follow-up survey (F9). Fifty-four percent of the respondents gave the same job for both questions.

Comparisons among all three surveys

The jobs given in the initial questionnaire were also compared with the first job on leaving school given in the follow-up survey (31% gave the same job twice) and the job after 12 months given in the follow-up survey (33% gave the same job twice).

For each job, the proportion of consistent responses was lower in the follow-up survey than in the leavers survey. As in the leavers survey, the second job given (after 12 months) was more likely to be the same as that given in the school survey than was the first job on leaving school.

This may indicate that leavers find it difficult to get into the job of their choice when they first leave school but manage to do so later. Chapter 7 (see section on Intended Destinations Actually Entered) supports this to some extent.

The proportion of consistent responses given to the questions on first job in the leavers and follow-up surveys was related to the number of jobs given in the school survey. Those who had given only one job in the school survey were slightly more consistent (61%) than those giving more than one job (51%). This was also true for the first permanent job given in the leavers survey and the job after 12 months given in the follow-up survey - 56% of those giving one job in the initial questionnaire were consistent compared with 44% of those giving more than one job.

TECHNICAL INSTITUTE COURSES

Both the school and leavers surveys asked respondents intending to undertake training at a technical institute which particular course they were most likely to do (S12, L22). This section contains comparisons based on the replies of the 113 females and 265 males who answered this question for both surveys (see Table 18, Appendix A).

Forty-seven percent of the females gave the same course in both questionnaires as compared with 43% of the males. Half of the females specifying shorthand/typing, secretarial or business/commerce courses and two-thirds of those giving hairdressing in the first survey did so in the second survey, while only one third of females giving other courses were consistent. None of the 10 females who intended doing a trade course at the time of the school survey actually took one when they left school.

Most (92%) of the males who gave a trade training course in the initial survey also gave one in the second, although only 46% gave the same course. All but one of those who were undecided about their trade course at the beginning of the year had chosen by the time they left, but only 81% chose a trade course. Only one third of those choosing non-trade courses gave the same course twice. Thus, as with the broader categories of destination, those giving more usual courses for their sex were more likely to be consistent.

Details in Appendix Table 18.

TIME OF LEAVING

In the school survey, pupils were asked "When do you think you will leave school?" and "How certain are you that you will leave school then?" Possible answers for the first question were: during 1975, at the end of 1975, during 1976, at the end of 1976 or after 1976 and for the second were: 'certain', 'moderately certain' or 'uncertain'.

The actual month of leaving was compared below to the time given initially for each category of certainty.

TABLE 13.5

TIME OF LEAVING BY DEGREE OF CERTAINTY

	Certain		Moderately Certain		Uncertain		Total	
	No	%	No	%	No	%	No	%
Consistent response	550	71	407	55	115	45	1072	61
Inconsistent	228	29	328	45	141	55	697	39
Total	778	100	735	100	256	100	1769	100

The proportion of consistent responses on the time of leaving increased with certainty - 71 percent of those certain, 55 percent of those fairly certain and 45 percent of those uncertain left at the time indicated in the first survey. A higher proportion of Pakehas (64%) than Maoris (52%) left when they said they would.

APPENDIX A

TABLES

APPENDIX
TABLE 1

CHARACTERISTICS OF THE SURVEY GROUP

	LEAVERS SURVEY (N = 2456)			SAMPLE FOR FOLLOW-UP SURVEY (N = 1213)			RESPONDENTS TO FOLLOW-UP SURVEY (N = 953)		
	No	%	Adjusted %	No	%	Adjusted %	No	%	Adjusted %
SEX									
Male	1144	47	47	540	45	45	425	45	45
Female	1294	53	53	667	55	55	525	55	55
Not known	18	1	-	6	-	-	3	-	-
ETHNIC GROUP									
Pakeha	1432	58	65	710	59	64	633	66	71
Maori	725	30	33	367	30	33	241	25	27
Other	56	2	3	28	2	3	21	2	2
Not known	243	10	-	108	9		58	6	-
AGE ON LEAVING SCHOOL									
15-15 yrs, 2 months	147	6	8	75	6	8	42	4	5
15 yrs 2 months to 16	249	10	13	130	11	14	99	10	13
16	639	26	34	316	26	33	271	28	34
17	614	25	33	313	26	33	277	29	35
18+	237	10	13	114	9	12	102	11	13
Not known	570	23	-	265	22	-	162	17	-
FORM ON LEAVING SCHOOL									
Third	51	2	2	28	2	2	12	1	1
Fourth	320	13	14	152	13	13	91	10	10
Fifth 1st yr	633	26	28	306	25	27	227	24	25
Fifth not 1st yr	360	15	16	174	14	15	136	14	15
Sixth 1st yr	524	21	23	274	23	24	249	26	27
Sixth not 1st yr	158	6	7	91	8	8	82	9	9
Seventh	250	10	11	129	11	11	123	13	13
Not known	160	7	-	59	5	-	33	3	-
QUALIFICATION ON LEAVING SCHOOL									
Bursary	115	5	5	66	5	5	61	6	6
Higher School Certificate	82	3	3	36	3	3	36	4	4
University Entrance	264	11	11	146	12	12	137	14	14
6th Form Cert - 3+ subjects	264	11	11	139	11	11	121	13	13
6th Form Cert - 1 or 2 subjects	60	2	2	30	2	2	25	3	3
School Cert - 3+ subjects	215	9	9	97	8	8	85	9	9
School Cert - 2 subjects	113	5	5	56	5	5	50	5	5
School Cert - 1 subject	176	7	7	88	7	7	66	7	7
None	1167	48	48	555	46	46	372	39	39

APPENDIX TABLE 2

LEAVERS SURVEY

MOST IMPORTANT REASON FOR LEAVING SCHOOL NOW BY FORM LEVEL (PERCENTAGES)

	Third & Fourth	Fifth Form		Sixth Form		Seventh
	N=209	First year N=422	Other N=275	First year N=421	Other N=132	N=227
Have recently turned 15	9.1	0.9		0.2		
Parents wanted you to leave	0.5	3.3	1.8	1.2	0.8	
Have got a particular job	31.1	25.4	28.4	23.3	11.4	4.4
Have got qualifications for job	0.5	2.4	3.6	6.9	10.6	2.6
Want to earn money	20.1	17.1	14.9	4.5	10.6	1.3
Want to be independent	12.4	16.4	16.0	11.6	8.3	1.8
Accepted for training	1.4	10.9	14.9	22.8	19.7	7.0
Old enough to start training	1.4	5.0	7.6	3.8	8.3	2.6
Have qualifications for training	2.9	1.2	1.8	9.7	15.9	12.8
Dissatisfied with school	12.4	10.7	4.7	8.8	9.1	4.0
Friends are leaving	2.4	0.5	0.4	1.0		0.9
Couldn't take subjects		0.7	0.4	0.5		0.4
Finished the seventh form						55.9
Other	5.7	5.7	5.5	5.7	5.3	6.2
TOTAL	100	100	100	100	100	100

APPENDIX TABLE 3

LEAVERS SURVEY

MOST IMPORTANT REASON FOR LEAVING SCHOOL NOW BY QUALIFICATIONS (PERCENTAGES)

				Sixth Form Certificate		School Certificate			
	Bursary N=109	HSC N=76	UE N=223	3+ subj N=210	1 or 2 subj N=55	3+ subj N=160	2 subj N=87	1 subj N=127	None N=645
Have recently turned 15					1.8			0.8	3.6
Parents wanted you to leave				1.0	5.5	1.9	3.4	2.4	1.9
Have got a particular job		2.6	14.3	20.5	21.8	30.6	26.4	25.2	28.4
Have got qualifications for job	0.9	2.6	10.3	7.6	5.5	5.0	3.4	3.1	1.6
Want to earn money			4.5	6.2	7.3	8.8	11.5	21.2	17.5
Want to be independent			5.8	15.2	16.4	6.2	16.1	16.5	16.1
Accepted for training	9.2	5.3	25.1	18.6	25.5	18.8	16.1	8.7	7.9
Old enough for training	1.8	5.3	4.0	4.3	3.6	5.6	4.6	9.4	4.2
Have qualifications for training	11.9	15.8	18.4	10.0	3.6	3.1	1.1	0.8	1.7
Dissatisfied with school	0.9	1.3	7.2	11.0	9.1	8.1	6.9	8.7	10.4
Friends are leaving		1.3	0.9			1.9			1.2
Couldn't take subjects			1.3			0.6	1.1		0.3
Finished the seventh form	67.9	61.8	2.7						
Other	7.3	3.9	5.4	5.7		9.4	9.2	3.1	5.3
TOTAL	100	100	100	100	100	100	100	100	100

APPENDIX TABLE 4

LEAVERS SURVEY

MOST IMPORTANT REASON FOR LEAVING NOW BY AGE (PERCENTAGES)

	15 years to 15 years 2 months N=117	15 years 2 months to 16 years N=202	16 years N=570	17 years N=572	18 and over N=223
Have recently turned 15	12.8	3.0	0.5		0.4
Parents wanted you to leave		1.0	2.8	1.2	0.4
Have got a particular job	29.9	31.2	27.0	18.5	6.7
Have got qualifications for job	0.9	1.5	4.6	4.9	5.4
Want to earn money	16.2	21.3	12.3	7.2	7.6
Want to be independent	13.7	12.4	13.0	12.6	6.7
Accepted for training	1.7	5.0	15.8	15.7	16.1
Old enough for training	0.9	3.5	5.4	5.4	3.6
Qualifications for training	0.9	2.5	3.0	10.7	10.3
Dissatisfied with school	12.8	11.9	9.3	7.3	4.0
Friends are leaving	4.3	0.5	0.5	0.7	0.4
Couldn't take subjects		0.5	0.4	0.7	
Finished seventh form			0.2	10.0	30.5
Other	6.0	5.9	5.3	5.1	7.6
TOTAL	100	100	100	100	100

APPENDIX TABLE 5

LEAVERS SURVEY

MOST IMPORTANT REASON FOR LEAVING SCHOOL NOW BY INTENDED DESTINATION (PERCENTAGES)

	Apprentice N=308	Part-time Tech N=135	Part-time other N=201	Work only N=504	Full-time Tech N=96	Full-time University N=159	Teachers Coll & Univ. N=56	Teachers College N=34	Full-time other N=113
Have recently turned 15	0.6	0.7		2.6					0.9
Parents wanted you to leave	2.3	1.5	1.5	2.2					0.9
Have got a particular job	32.8	31.9	22.4	28.6	2.1		1.8	5.9	20.4
Qualifications for job	3.2	9.6	6.0	3.6	4.2	1.3	3.6	2.9	4.4
Want to earn money	10.7	11.1	5.5	20.8	3.1	0.6			7.1
Want to be independent	10.4	13.3	17.9	16.3	5.2	0.6	10.7	14.7	6.2
Accepted for training	16.2	8.9	13.4	2.2	45.8	8.2	42.9	41.2	26.5
Old enough for training	6.5	3.0	7.5	1.6	6.2	2.5	8.9	5.9	11.5
Qualifications for training	3.6	5.2	8.5	1.2	12.5	17.0	23.2	20.6	5.3
Dissatisfied with school	7.1	3.7	9.5	11.9	7.3	1.9	1.8	5.9	9.7
Friends are leaving	1.3			0.8					
Couldn't take subjects		3.0		0.4		0.6			
Finished seventh form	.3	5.2	1.5	0.4	11.5	61.0	7.1		1.8
Other	4.9	3.0	6.5	7.5	2.1	6.3		2.9	5.3
	100	100	100	100	100	100	100	100	100

APPENDIX TABLE 6

LEAVERS SURVEY

INTENDED DESTINATION BY FIRST OCCUPATION - A SUMMARY

Intended destination / First occupation	Apprenticeship	Part-time tech inst	Other part-time study	Work only	Full-time tech inst	Full-time uni	Uni teach-ers coll	Teachers coll	Other full-time training	Total
	Males									
Draughtsmen		32								32
University						103				103
Teacher Training							11	3		14
Full-time tech ins					26					26
Full-time other study									12	12
Cashier		4	4	7						15
Shop Assistant	2	1	2	22						27
Service worker	1		3						51	55
Agricultural worker	13	4	6	58						81
Forestry worker	2	8	1	27					1	39
Food processor	10		1	4						15
Sewing machinist & related	2			8						10
Machine fitters	105	1		2						108
Electrical workers	51	5	1	2						59
Plumbers	22			3						25
Painters	24			1						25
Carpenters	42			2						44
Labourers	6	1		74		1			2	84
Others	15	5	7	34		1			4	66
Total	295	61	25	244	26	105	11	3	70	840
Females										
Medical/Dental		2	1	3					4	10
Nursing			87	2	1					90
University						68				6[illegible]
Teacher Training							47	33		80
Full-time tech ins					82					82
Full-time other study			2		1				34	37
Typist		12	4	27						43
Cashier		6	5	22						33
Clerical		11	16	81	1					109
Shop Assistant	1		18	70	1					90
Waitress & related	2		4	10						16
Domestic				24						24
Hairdresser	27		1	1					3	32
Service work			1						9	10
Agricultural work	1	1		11						13
Sewing machinist	1	4	2	11					1	19
Labourers				20					1	21
Others	4	13	14	27					1	59
Total	36	49	155	309	86	68	47	33	53	836

APPENDIX TABLE 7

FOLLOW-UP SURVEY

ACTUAL DESTINATION BY OCCUPATION - A SUMMARY

Actual destination / First occupation	Apprenticeship	Part-time tech inst	Other part-time study	Work only	Full-time tech inst	Full-time uni	University teachers coll.	Teachers college	Other full-time training	Total
Nursing			34	1						35
University						73				73
Teachers College							32	14		46
Full-time tech inst					54					54
[illegible]ll-time other									7	7
Typing		2		23						25
Cashier		8	7	37						52
Clerical		5	3	56						64
Shop work				82						82
Waitress etc.	2			19						21
Domestic				19						19
Service work		1		1					25	27
Agricultural work	9	1		43					1	54
Forestry work		2		19						21
Food processing	4			11						15
S[illegible]ng machinery	5	2		24						31
Machine fitting	23			7						30
Electrician	24		2	8						34
Carpenters	17			5						22
Labouring				46						46
Others	29	13	9	74					2	127
Returned to school									9	9
	113	34	55	475	54	73	32	14	44	894

Distributions for males and females were similar to those in Appendix Table 6 and so have not been given separately.

APPENDIX TABLE 8

FOLLOW-UP SURVEY

ACTUAL DESTINATION BY FORM ON LEAVING (PERCENTAGES)

	Third N=11	Fourth N=88	Fifth form First year N=220	Fifth form Other N=132	Sixth form First year N=250	Sixth form Other N=82	Seventh N=123	Total N=939
Apprenticeship		12.5	20.9	15.2	11.2	4.9	1.6	12.2
Part-time tech inst.			1.8	2.3	7.2	4.9	5.7	3.8
Other part-time study			0.5	4.5	14.0	4.9	6.5	5.9
Work only	72.7	77.3	65.0	66.7	41.6	40.2	16.3	51[illegible]
Full-time tech inst.			3.2	3.0	10.4	11.0	4.9	5.8
University					0.4	2.4	56.9	7.8
Teachers Coll & Uni					4.4	18.3	4.9	3.4
Teachers College					3.2	6.1	0.8	1.5
Other full-time training		2.3	5.0	4.5	6.8	4.9	2.4	4.7
Not working	27.3	8.0	3.6	3.8	0.8	2.4		3.6
Total	100	100	100	100	100	100	100	100

APPENDIX TABLE 9

FOLLOW-UP SURVEY

ACTUAL JOBS BY FORM ON LEAVING

	Third N=11	Fourth N=88	Fifth form First year N=214	Fifth form Other N=130	Sixth form First year N=248	Sixth form Other N=81	Seventh N=123	Total N=895
Nursing			1	4	25	1	3	34
University					1	2	70	73
Teachers College					19	20	7	46
Full-time tech inst			7	4	26	9	6	52
Typing		1	3	8	11	2		25
Cashier			3	9	25	8	7	52
Clerical			10	15	27	7	4	63
Shopwork	3	10	38	13	10	2	3	79
Waitressing etc.		3	10	1	6			20
Domestic		1	5	3	7	1	1	18
Services (armed & police)			7	3	11	4	1	26
Agricultural work		11	21	8	5	4	1	50
Forestry	2	1	8	6	1		2	20
Sewing machining		8	16	4	3			31
Machine fitting		4	8	7	9			28
Electrician		3	6	3	15	4	2	33
Carpentry		2	11	2	4	2		21
Labouring	1	9	16	4	6	4	2	42
Others	2	26	36	28	32	9	14	147
Returned to school		1	1	3	3	1		9
Not working	3	8	7	5	2	1		26

APPENDIX TABLE 10

FOLLOW-UP SURVEY

ACTUAL DESTINATION BY QUALIFICATIONS (PERCENTAGES)

	Bursary N=61	HSC N=36	UE N=139	SFC3+ N=122	SFC2- N=25	SC3+ N=86	SC2 N=50	SC1 N=64	No. Quals N=355	Total N=938
Apprenticeship	-	2.8	4.3	12.3	8.0	22.1	8.0	15.6	16.3	12.3
Part-time tech inst	-	5.6	12.2	5.7	-	5.8	-	3.1	0.8	3.8
Other Part-time Study	4.9	5.6	15.1	10.7	4.0	4.7	8.0	6.3	0.8	5.9
Work only	3.3	13.9	29.5	42.6	64.0	53.5	66.0	57.8	70.1	51.3
Full-time tech inst	4.9	8.3	7.9	12.3	20.0	5.8	10.0	3.1	1.4	5.[illegible]
University	83.6	44.4	4.3	-	-	-	-	-	-	7.8
Teachers Coll + Uni	1.6	13.9	18.0	0.8	-	-	-	-	-	3.4
Teachers College	-	-	3.6	5.7	-	1.2	-	-	0.3	1.5
Other full-time training	1.6	5.6	4.3	9.0	-	5.8	6.0	6.3	3.4	4.7
Not working	-	-	0.7	0.8	4.0	1.2	2.0	7.8	6.8	3.6
Total	100	100	100	100	100	100	100	100	100	100

APPENDIX TABLE 11

FOLLOW-UP SURVEY

ACTUAL JOB BY QUALIFICATION

	Bursary N=61	HSC N=36	UE N=139	SFC3+ N=120	SFC2- N=24	SC3+ N=85	SC2 N=49	SC1 N=64	No quals N=348	Total N=926
Nursing		1	15	9	1	2	3	1	3	35
University	51	16	6							73
Teachers College	1	5	30	8	0	1				45
Full-time training	3	3	11	15	5	5	5	2	5	54
Typist			2	5	2	6	4	1	5	25
Cashier	1	1	19	9	1	8	2	3	8	52
Clerical	1		12	13	2	9	10	9	8	64
Shop work			4	5	1	5	5	9	52	81
Waitressing etc.			1	3	1	2	1	3	10	21
Domestic			2	5			2	3	7	19
Service work	1		3	8	1	3		4	7	27
Agricultural work			6	1	1	5		1	40	54
Forestry work		1	1		1	2		2	14	21
Sewing machining					1	1	2	4	23	31
Machine fitting				7		9	1	3	10	30
Electrical		1	5	6	1	9	1	1	10	34
Carpenter			2	3		2		3	12	22
Labourer	1	1		4	1	5	5	1	28	46
Other	2	7	17	16	5	9	5	9	80	150
Not working			1	1		1	1	5	24	33
Returned to school			2	2		1	2		2	9

APPENDIX TABLE 12

LEAVERS SURVEY

SEX BY TECHNICAL INSTITUTE COURSE

Course / Sex	Male	Female	Total
Trade Training			
Carpentry	46	0	46
Fitting and Turning	40	1	41
Motor Trades	90	3	93
Plumbing	3	0	3
Painting and decorating	19	1	20
Electrical	52	0	52
Timber Machining	1	0	1
Hairdressing	0	30	30
Other Trade	53	8	61
Trade undecided	10	4	14
New Zealand Certificate			
Engineering	11	0	11
Draughting	14	2	16
Science	1	6	7
Commerce	2	9	11
Data Processing	0	6	6
Land Surveying	3	0	3
Other	4	0	4
Technicians Certificate			
Radio	10	0	10
Telephone	1	4	5
Forest Ranger	8	0	8
Other	2	0	2
Other Course			
Business, Commerce or Accountancy	2	21	23
Shorthand-typing	1	16	17
Secretarial	0	44	44
Other	16	30	46
Total	389	185	574

APPENDIX TABLE 13

LEAVERS SURVEY

SEX AND RACE BY REASONS FOR CHOOSING DESTINATION (PERCENTAGE OF EACH GROUP SAYING 'YES').

	Male N=672-724[1]	Female N=791-839	Total N=1466-1567	Pakeha N=1064-1121	Maori N=353-390
It is what you really want	82.2	84.9	83.7	85.6	79.2
It fits the things you are good at	70.6	66.0	68.3	72.0	59.9
The money is good	33.7	30.9	32.2	30.0	38.3
Training is available locally	32.1	27.5	29.7	30.8	26.6
It offers security	58.7	53.4	55.8	57.4	52.5
It provides career prospects	77.8	79.9	78.9	83.2	68.3
Allows you to stay in town or area	31.2	32.5	31.9	33.3	27.7
Allows you to leave town or area	29.6	32.0	30.9	28.0	40.4
It is a challenging job	58.5	56.3	57.3	61.2	48.5
It is an easy job	9.9	9.4	9.7	6.9	16.6
There is not much choice	20.9	19.0	19.9	14.8	32.2
Other	5.1	4.9	5.0	4.4	6.2

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[1] Some pupils did not answer each option of this question. The range of numbers responding from each group have been given.

APPENDIX TABLE 14

LEAVERS SURVEY

AGE BY REASONS FOR CHOOSING DESTINATION (PERCENTAGE OF EACH AGE GROUP SAYING 'YES').

Age Reasons	15 yrs to 15 yrs 2 mths N-78-93	15 yrs 2 mths to 16 years N-160-175	16 years N=503-531	17 years N=522-551	18 plus years N=199-213	Total N=1466-1567
It is what you really want	73	84	84	86	82	84
It fits the things you are good at	62	61	66	72	70	68
The money is good	42	37	35	28	28	32
Training is available locally	30	34	38	26	14	30
It offers security	45	51	58	57	55	56
It provides career prospects	45	66	78	86	86	79
Allows you to stay in town or area	47	49	37	27	10	32
Allows you to leave town or area	25	22	29	34	39	31
It is a challenging job	40	50	56	64	57	57
It is an easy job	25	13	10	6	9	10
There is not much choice	41	28	19	14	19	20
Other	12	5	5	4	5	5

APPENDIX TABLE 15

LEAVERS SURVEY

FORM BY REASONS FOR CHOOSING DESTINATION (PERCENTAGE OF EACH FORM SAYING 'YES').

Form / Reasons	Third N=8-15	Fourth N=131-150	Fifth form First Year N=364-389	Fifth form Non first Year N=240-255	Sixth form First Year N=389-411	Sixth form Non first Year N=121-126	Seventh N=204-220	Total N=1466-1567
It is what you really want	87	78	81	83	86	82	89	84
It fits the things you are good at	73	68	63	71	69	68	74	68
The money is good	27	42	40	31	29	32	22	32
Training is available locally	30	36	39	39	29	16	6	30
It offers security	33	51	54	61	63	62	38	56
It provides career prospects	56	55	68	83	86	87	90	79
Allows you to stay in town or area	22	50	43	42	28	15	6	32
Allows you to leave town or area	22	25	30	35	29	42	28	31
It is a challenging job	36	46	53	57	66	71	51	57
It is an easy job	18	21	13	10	6	7	5	10
There is not much choice	58	42	24	20	13	16	10	20
Other	38	5	5	7	4	2	5	5

APPENDIX TABLE 16

LEAVERS SURVEY

QUALIFICATIONS BY REASONS FOR CHOOSING DESTINATION (PERCENTAGE WITH EACH QUALIFICATION SAYING 'YES').

Qualifications / Reasons				Sixth form Cert		School Cert				
	Bursary N=100-104	HSC N=64-74	UE N=209-221	3 or more subjects N=197-210	1 or 2 subs N=44-48	3+ subs N=147-156	2 subs N=81-85	1 sub N=118-120	None N=502-558	Total N-1466-1567
It is what you really want	91	88	85	86	89	82	76	85	81	84
It fits the things you are good at	76	79	68	70	71	68	76	68	63	68
The money is good	21	20	30	28	17	30	26	34	41	32
Training is available locally	3	6	16	30	36	34	42	40	37	30
It offers security	33	44	59	65	67	59	62	63	52	56
It provides career prospects	93	90	88	87	85	85	81	82	64	79
Allows you to stay in town or area	3	5	16	28	36	38	42	43	43	32
Allows you to leave town or area	33	26	26	39	34	23	27	35	32	31
It is a challenging job	43	59	74	67	62	50	54	60	51	57
It is an easy job	5	5	5	5	7	7	7	5	17	10
There is not much choice	12	7	12	16	15	16	20	18	30	20
Other	8	2	4	4	2	6	7	5	5	5

APPENDIX TABLE 17

LEAVERS SURVEY

MOST LIKELY DESTINATION BY REASONS FOR CHOOSING DESTINATION (PERCENTAGE GOING TO EACH DESTINATION WHO SAID 'YES').

Reasons \ Destination	Become apprentice	Part-time tech inst study	Other part-time study	Work only	Full-time tech inst	Full-time university	Teachers coll & uni	Teachers coll.	Other full-time study	Total
	N=273-293	N=120-129	N=189-201	N=410-457	N=91-95	N=143-154	N=52-56	N=32-34	N=106-112	N=1434-1526
It is what you really want	88	88	91	74	82	92	96	100	81	84
It fits the things you are good at	73	68	69	59	74	78	83	87	63	69
The money is good	27	22	35	47	22	16	30	26	28	32
Training is available locally	53	47	42	24	18	0	0	0	26	30
It offers security	66	66	70	44	56	28	65	71	68	56
It provides career prospects	87	90	92	53	98	93	94	85	86	79
Allows you to stay in town or area	42	35	32	50	12	0	0	0	18	32
Allows you to leave town or area	25	29	37	28	29	34	37	35	43	31
It is a challenging job	62	67	77	40	55	46	91	76	64	58
It is an easy job	10	7	5	19	0	5	2	3	4	10
There is not much choice	16	15	14	34	15	10	2	3	10	19
Other	5	4	6	6	4	6	0	0	5	5

APPENDIX TABLE 18

TECHNICAL INSTITUTE COURSES GIVEN IN THE TWO SURVEYS - A SUMMARY

Males

School Survey/ Leavers Survey	Carpentry	Fitting and Turning	Motor Trades	Electrical	Other Trades	Trade Undecided	Engineering Cert.	Draughting Cert.	Other	Total
Carpentry	23	1	3	2	8	0			1	38
Fitting and Turning	1	7	2	4	2	0				16
Motor Trades	3	4	38	3	11	2			5	66
Electrical	1	4	0	16	2	0	1		3	27
Other Trades	3	1	9		12	1			2	28
Trade Undecided	3	2	4	5	7	1	1		4	27
Engineering Certificate		3	2	2	1	1	3		2	14
Draughting Certificate			1	1		1		9	3	15
Other	2	1	2	9	5			2	13	34
Total	36	23	61	42	48	6	5	11	33	265

Females

School Survey/ Leavers Survey	Hairdressing	Other Trades	Trade Undecided	Commerce/ Business	Shorthand/ Typing	Secretarial	Other	Total
Hairdressing	10	2		1		1	1	15
Other Trades	1	2					1	4
Trade Undecided				1	3	3	3	10
Comm, Acc, Business				6	1	1	5	13
Shorthand/Typing					2	3	1	6
Secretarial	2	2	1	7	4	21	2	39
Other	1	1	1	2		2	19	26
Total	14	7	2	17	10	31	32	113

APPENDIX B

NZ STANDARD CLASSIFICATION OF OCCUPATIONS

03	Draughtsman, surveyors
05	Life scientists and related technicians
07	Nurses
32	Stenographers, typists and punch machine operators
33	Bookkeepers, cashiers and related workers
39	Clerical and related workers
45	Shop assistant
53	Cooks, waiters, bartenders and related workers
54	Maids and related housekeeping service workers incl ship's steward
57	Hairdressers
58	Protective service workers - police force, armed forces
62	Agricultural and animal husbandry workers
63	Forestry workers
73	Wood preparation workers and paper makers
77	Food and beverage processes - butchers, bakers etc.
79	Tailors, dressmakers, sewers, upholsterers and related workers
84	Machinery fitters, assemblers and motor vehicle mechanics
85	Electrical fitters, radio and television repairmen, automotive electrician
87	Plumbers, welders
92	Printers and related workers
93	Painters
95	Carpenters, bricklayers and other construction workers e.g. plasterers
97	Storeman
98	Transport equipment operator
99	Labourers, not elsewhere covered

APPENDIX C

QUESTIONNAIRES

DEPARTMENT OF EDUCATION

Questionnaire to school leavers in the Rotorua/Taupo/Tokoroa/Eastern Bay of Plenty area.

INTRODUCTION

The Department of Education is proposing to set up a 'Community College' in Rotorua. A Community College will teach mainly those who have left school. In part, it will do what a Technical Institute does. It will also have other classes of general interest.

It is important to know what kinds of courses and services people may want so that these may be planned. That is why we would like you to help by answering these questions. The results will tell us what sorts of courses will be needed by people when they have left school.

The Community College will serve the area bounded by Tokoroa, Mangakino, Turangi, Taupo, Murupara, Opotiki, Whakatane and Rotorua. Whenever the questionnaire says 'this area', that is what it means.

You may remember answering some questions on this subject at the beginning of the year and some of the questions here are exactly the same. Repeating these questions is necessary because the answers may not be the same if you have changed your plans in the meantime.

We are going to match up the earlier questions with the ones in this questionnaire. Also, within the next year we may want to ask you some more questions about the job or training you take up. For these reasons we need your name and address. However, your answers will be confidential and in any report no names will be mentioned.

If you do not want to answer a question you can leave it out but we hope this will not happen.

INSTRUCTIONS

Some questions can be answered by writing in the space provided. Other questions are answered by putting a circle around a number. This will show the answer you want to give. For example, one question looks like this:

Have you been living away from home to go to school?

Yes	[✓ 1]
No	2

If you have been living away from home, you would put a circle around the 1, for 'yes', as shown above. If you have not been living away from home, you would circle 2 for 'no'.

Make the circle easy to see.

Make sure it only goes around one number in each question. If possible, use a blue or red pen or a pencil rather than a black one.

If you circle the wrong number, put a cross through it, like this: ⊗
Then circle the right one.

Q.1 NAME ______________________ First Names ______________________ Surname

Q.2 SEX

Male	1
Female	2

Q.3 DATE OF BIRTH ______ Day ______ Month ______ Year

Q.4 Do you consider yourself to be:

Pakeha	1
Maori	2
Samoan	3
Tokelauan	4
Cook Islander	5
Niuean	6
Tongan	7
Other Pacific Islander	8
Other	9

If you marked 'Other Pacific Islander' or 'Other' please give details:

____

Q.5 SCHOOL ____

Q.6 ADDRESS OF PARENTS OR GUARDIAN (Give full postal address)

____

____

Q.7 Have you been living away from home to go to school?

Yes	1
No	2

If Yes, in what town or locality is your home?

____

Q.8 Have you been travelling by bus from outside town to get to school?

Yes	1
No	2

If Yes, what town or locality have you travelled from?

____

Q.9 Have you changed schools during this year?

Yes	1
No	2

If Yes, which school(s) did you go to earlier in the year?

____

Q.10 Are you transferring to another school?

Yes	1
No	2

If Yes, please write the name of the school you will go to, and do not answer any more questions. (If you do not know which school yet, write the name of the town).

____

____

Q.11 Counting the Third Form as the First Year, is this your:

1st Year at secondary school	1
2nd Year at secondary school	2
3rd Year at secondary school	3
4th Year at secondary school	4
5th Year at secondary school	5
6th or More Year at secondary school	6

Q.12 Present form:

Third Form	1
Fourth Form	2
Fifth Form - First Year	3
Fifth Form - Not First Year	4
Sixth Form - First Year	5
Sixth Form - Not First Year	6
Seventh Form	7

Q.13 Circle the numbers beside all the school qualifications you now hold of those given below:

University scholarship	01
University bursaries examination	02
Higher school certificate	03
University entrance	04
Some subjects for University Entrance	05
*Sixth form certificate, 3 or more subjects	06
*Sixth form certificate, 2 subjects	07
*Sixth form certificate, 1 subject	08
School certificate, 3 or more subjects	09
School certificate, 2 subjects	10
School certificate, 1 subject	11
Other	12

* For those who entered in 1974, count only those subjects graded 1-5. If you entered before 1974, count subjects graded A-C.

If you sat exams this year for any of the qualifications above and have not yet received your results, please list the examinations entered below.

____

____

____

____

Q.14 i) Do you have any special interests or hobbies outside school?

Yes	1
No	2

If Yes, please give details ____________________________

____

____

____

Would you like a chance to follow up these interest(s) or hobbies with any form of study, training, or coaching?

Yes	1
Not Sure	2
No	3

ii) Are there any other special interests or hobbies you would like to spend time on, which you haven't been able to yet?

Yes	1
Not Sure	2
No	3

If Yes, please give details ____________________________

____

____

____

Q.15 Month you are leaving school

March 1975	01
April	02
May	03
June	04
July	05
August	06
September	07
October	08
November	09
December	10
February 1976	11

Give actual date if known: ______________

Q.16 Age when you leave school

Between 15 and 15 years 2 months	1
Between 15 years 2 months and 16 years	2
16 years	3
17 years	4
18 years	5
19 years and over	6

Q.17 Why are you leaving school now? (Answer all parts of this question)

(a) Because you have recently turned 15

Yes	1
No	2

(b) Because your parents want you to leave

Yes	1
No	2

(c) Because you have got a particular job you want

Yes	1
No	2

(d) Because you have now got the qualifications for the job you want

Yes	1
No	2

(e) Because you want to earn money

Yes	1
No	2

(f) Because you want to be independent

Yes	1
No	2

(g) Because you have been accepted for a training course

Yes	1
No	2

(h) Because you are now old enough to start the training you want

Yes	1
No	2

(i) Because you have now got the qualifications for the training you want

Yes	1
No	2

(j) Because you are dissatisfied with school

Yes	1
No	2

(k) Because your friends are leaving school

Yes	1
No	2

(l) Because you couldn't take the subjects you wanted

Yes	1
No	2

(m) Because you have finished the seventh form

Yes	1
No	2

(n) Other (give details)

____

____

____

Yes	1
No	2

Q.18 Which one of the reasons above is the most important? (If you only marked one, give that)

A	01
B	02
C	03
D	04
E	05
F	06
G	07
H	08
I	09
J	10
K	11
L	12
M	13
N	14

Q.19 Now that you are leaving school, what are you most likely to do? Do not count temporary jobs which are fill-ins while you wait to enter study, training, etc. (Circle only one answer).

A	Become an apprentice and do the necessary part-time study or training (at a technical institute, or by correspondence or at a local school)	1
B	Do some other kind of work and some part-time study or training at a technical institute (or local school or by correspondence)	2
C	Work and do some kind of study or training not mentioned above in A or B (for example a hospital nursing course or at university part-time)	3
D	Work without any study or training	4
E	Full-time study or training at a technical institute	5
F	Full-time study or training at a university	6
G	Full-time study at a teachers college with part-time university study	7
H	Full-time study at a teachers college with no part-time university study	8
I	Full-time training or study apart from those above. Please give details:	9

Q.20 Did you decide to do this (your answer in Q.19) for any of the reasons below? (Answer all parts of this question)

(a) Because it is what you really want to do

Yes	1
No	2

(b) Because it seems to fit the things you are good at

Yes	1
No	2

(c) Because the money is good

Yes	1
No	2

(d) Because training is available locally

Yes	1
No	2

(e) Because it offers security

Yes	1
No	2

(f) Because it provides career prospects

Yes	1
No	2

(g) Because it will allow you to stay in this town or area

Yes	1
No	2

(h) Because it will allow you to leave this town or area

Yes	1
No	2

(i) Because it is a challenging job

Yes	1
No	2

(j) Because it is an easy job

Yes	1
No	2

(k) Because there is not much choice

Yes	1
No	2

(l) Other (please give details)

____

____

Yes	1
No	2

Q.21 If you are not going into any form of training or study, do you think it likely that you will do so later, after a break?

Yes, Definitely	1
Yes, Probably	2
Not Sure	3
No, Probably Not	4
No, Definitely Not	5

If Yes, what sort?

Q.22 In this question we are interested in students who might be doing training of the sort a technical institute or community college would offer. Look back at your answer to question 19. If you circled A or B or E, answer the next question. Then go on to Question 23. Otherwise go straight to Question 23.

What type of course would you be likely to do? (Give the one most likely possibility of those listed on this page and the next)

Trade Training in;

Carpentry Trades	01
Fitting & Turning	02
Motor Trades	03
Plumbing	04
Painting and Decorating	05
Electrical	06
Timber Machining	07
Wood Machining	08
Pulp and Paper Making	09
Hairdressing	10
Other Trade (give details)	11
Trade Undecided	12

New Zealand Certificate in:

Engineering	20
Draughting	21
Building	22
Science	23
Commerce	24
Data Processing	25
Land Surveying	26
Other (give details)	27

Technicians Certificate in:

Radio	30
Telephone	31
Forest Ranger	32
Other (give details)	33

Other:

Business, Commerce or Accountancy	40
Shorthand Typing	45
Secretarial	50
Other Type of Course (Give details)	60

Q.23 Look back at Question 19 again. If you answered A, B, C or D answer this question. Otherwise go to Question 24.

i) What will your first job be when you leave school?
Please give the details below if they apply.

Name of Job: ______________________________
(eg carpenter, technician)

Nature of Work: ______________________________
(eg clerical)

Name and Address of Employer or Organisation: ______________
____
____

Any training you will do: ______________________________
____
____

ii) Will this just be filling in until you can enter another job or some sort of training?

Yes	1
No	2

If Yes,

a) about how long will you do this temporary work for?

____

b) what sort of job or training are you waiting to enter?
Please give the details below if they apply.

Name of Job: ______________________________

Nature of Work: ______________________________

Name and Address of Employer or Organisation: ______________
____
____

Any training you will do: ______________________________
____
____

Q.24 After you leave school, where are you likely to live?

In your home town or locality	1
In the town where you went to school (if it is not your home town)	2
In some other town in 'this area' (give the name of the town)	3
In some town outside 'this area' (give the name of the town)	4
Not sure	5

Q.25 Address where you could be contacted in the next 12 months. (Please give full postal address).

____

____

Q.26 If you are going to live away from your home town, what will be your main reason for doing so?

Does not apply - I will be living in my home town	1
To do a particular course of study or training	2
To get a job	3
Both to get a job and to study or train	4
To be away from my home town	5
Other (give reason	6

Q.27 If you had to move away from home after you leave school, how desirable would you consider each of the following types of accommodation?

(a) Private Board

Desirable	1
Not Sure	2
Undesirable	3

(b) Flat or house rented with others

Desirable	1
Not Sure	2
Undesirable	3

(c) Hostel

Desirable	1
Not Sure	2
Undesirable	3

Q.28 Would any of the following things lead you to stay in 'this area' rather than leave it? If you are staying in 'this area' anyway, circle the 3 in each box.

(a) Being able to get a particular job might lead me to stay

Yes	1
No	2
Does not apply	3

(b) Being able to get any job might lead me to stay

Yes	1
No	2
Does not apply	3

(c) Being able to do a particular course of study might lead me to stay (give the kind of study)

Yes	1
No	2
Does not apply	3

(d) Being able to get a particular training might lead me to stay (give the kind of training)

Yes	1
No	2
Does not apply	3

(e) Other reasons might lead me to stay (give the reasons)

Yes	1
No	2
Does not apply	3

(f) I would not stay in 'this area' under any circumstances (give reasons why not)

____

____

____

True	1
Not True	2
Does not apply	3

Q.29 In the next twelve months, is it likely that you will:

(a) Live in Rotorua

Yes	1
No	2

(b) Take a job in Rotorua

Yes	1
No	2

(c) Do full-time or part-time study or training in Rotorua

Yes	1
No	2

Q.30 If a community college existed in Rotorua do you think you would go there for full-time or part-time study or training related to your future work?

Yes Definitely	1
Yes Probably	2
Not Sure	3
No Probably Not	4
No Definitely Not	5

Q.31 If a community college existed in Rotorua do you think you would go there for hobby classes?

Yes Definitely	1
Yes Probably	2
Not Sure	3
No Probably Not	4
No Definitely Not	5

SURVEY OF SCHOOL LEAVERS IN THE ROTORUA AREA: Department of Education, Wellington 1976-7

INSTRUCTIONS

Some questions can be answered by writing in the space provided. Other questions are answered by putting a circle around a number. This will show the answer you want to give. For example, one question looks like this:

Have you gained any other qualifications since leaving school?

Yes	[✓ 1]
No	2

If you have gained any other qualifications, you would put a circle around the 1, for 'yes', as shown above. If you have not gained any other qualifications, you would circle 2 for 'no'.

Make the circle easy to see.

Make sure it only goes around one number in each question.

If you circle the wrong number, put a cross through it, like this: ⊗

Then circle the right one.

Remember that "this area" means the area bonded by Tokoroa, Mangakino, Turangi, Taupo, Murupara, Opotiki, Whakatane and Rotorua.

If the questions do not fit what you have done since you left school write what you have done below.

Q.1 Code number ____________________

Q.2 Name of the last school you attended ______________________________

Q.3 Month of leaving school __________________________

Q.4 Have you sat for and gained any qualifications since leaving school?

Yes	1
No	2

If Yes, circle the number beside the qualification(s) you have sat for and gained since leaving school.

School Certificate subject(s). (Give the names)	1
University Entrance subject(s). (Give the names)	2
Trades Certification Board qualifications. (Give details)	3
Technicians Certification Authority qualifications. (Give details)	4
One or more units at University. (Give names)	5
Other. (Give details)	6

Q.5 What did you do when you FIRST left school? Do not count holiday jobs or being temporarily out of work. Mark only one option. (If you have not been employed or studied at all since leaving school, mark option J)

A	Became an apprentice and did the necessary part-time training.	1
B	Did some other kind of work and some part-time study or training at a technical institute (or local school or by correspondence).	2
C	Worked and did some kind of study or training not mentioned in A or B (for example a hospital nursing course or at university part-time).	3
D	Worked without any study or training	4
E	Full-time study or training at a technical institute	5
F	Full-time study or training at a university	6
G	Full-time study at a teachers college with part-time university study	7
H	Full-time study at a teachers college with no part-time university study	8
I	Full-time training or study apart from those above. (Please give details) ____________________ ____________________ ____________________	9
J	Have not done any study or training or had a job since leaving school. (Briefly describe what you have been doing) ____________________ ____________________ ____________________	10

If you circled 1, 2, 3 or 4 above, please describe the first job you entered. Give as much detail as possible.

Occupation or job: ______________________________
(State fully, e.g. builder's labourer, wages clerk, fitter and turner, science technician)

Industry (or business of employer): ________________________
(State fully, e.g. food retailer, TV repair, bookseller, insurance coy, banker)

Name and address of employer or firm you worked for: ____________________

____

Q.6 a How long did you stay in the job, study or training you gave in Q.5?

Does not apply - still in same job, study or training	1
Does not apply - still unemployed and not studying or training	2
Less than 1 month	3
1 to 2 months	4
3 to 4 months	5
5 to 6 months	6
7 to 9 months	7
10 to 12 months	8

b If you left the above job, study or training what were your reasons? Circle the number beside each reason which applied to you.

A	Does not apply - in same job	01
B	Does not apply - still unemployed and not studying or training	02
C	To take up full-time training or study	03
D	Laid off, redundant	04
E	Sacked by employer	05
F	First job was a fill-in, left to enter intended job	06
G	Didn't like job	07
H	Didn't like the people	08
I	Wanted to move away from this area	09
J	Wanted to come back to this area	10
K	Money was better in new job	11
L	Prospects were better in new job	12
M	Found a more suitable job	13
N	Didn't like course of study or training	14
O	Failed exams	15
P	Short of money - needed a job	16
Q	Decided not suitable for study	17
R	Decided would prefer work rather than study	18
S	Other (give details)	19

c If you gave more than one reason above, what was your MAIN REASON? Give the letter which is beside the one most important reason:

____

Q.7 At the time you started the job, study or training you gave in Q.5, did you think of it as a fill-in until you could enter something else?

Yes	1
No or not sure	2

IF YES, GO TO Q.8

IF NO or not sure, GO TO Q.9

Q.8 Answer if you said 'Yes' to Q.7.

a What did you intend to do eventually? Circle one number only.

A	Become an apprentice and do the necessary part-time study or training (at a technical institute, or by correspondence or at a local school).	1
B	Do some other kind of work and some part-time study or training at a technical institute (or local school or by correspondence).	2
C	Work and do some kind of study or training not mentioned above in A or B (for example a hospital nursing course or at university part-time).	3
D	Work without any study or training	4
E	Do full-time study or training at a technical institute	5
F	Do full-time study or training at a university	6
G	Do full-time study at a teachers college with part-time university study	7
H	Do full-time study at a teachers college with no part-time university study	8
I	Do full-time training or study apart from those above. (Please give details) __________ __________ __________	9

If you circled 1, 2, 3 or 4, please give the details below.

Occupation or job: ____________________
(State fully, e.g. builder's labourer, wages clerk, fitter and turner, science technician)

Industry (or business of employer): ____________________
(State fully, e.g. food retailer, TV repair, bookseller, insurance coy, banker)

Q.8 b Did you in fact, eventually enter this intended job, study or training?

Yes	1

No	2

If Yes, Go to d

d If you did enter the intended job, study or training, how long did you stay in it?

Does not apply - still in the intended job, study or training	1
Less than 1 month	2
Between 1 and 2 months	3
Between 2 and 4 months	4
Between 4 and 6 months	5
Between 6 and 9 months	6
Between 9 months and 1 year - have now left	7

e If you have left this (intended) job, study or training, what were your reasons? Circle the number beside each reason which applied to you.

A	Does not apply - in same job	01
B	To take up full-time training or study	02
C	Laid off - redundant	03
D	Sacked by employer	04
E	Didn't like job	05
F	Didn't like people at work	06
G	Wanted to move away from this area	07
H	Wanted to come back to this area	08
I	Money was better in new job	09
J	Prospects were better in new job	10
K	Found a more suitable job	11
L	Didn't like course of study or training	12
M	Failed exams	13
N	Short of money - needed a job	14
O	Decided not suitable for study	15
P	Decided would prefer work rather than study	16
Q	Other (give details)	17

f If you gave more than one reason, what was your main reason?

____

NOW GO TO Q.9

If No, Go to c

c If you did not enter this job, study or training, what were your reasons? Circle the number beside the reasons (given below) which apply to you.

Did not have the right qualifications	1
Was not accepted for job, study or training	2
Too young to enter job, study or training	3
First job was better than expected	4
Changed my mind about what I intended to do	5
Could not afford it	6
Other (specify)	7

NOW GO TO Q.9

Q.10 If you have been doing only full-time study in the year since you left school, go straight to Q.11. Otherwise, answer Q.10 before answering Q.11.

a What did you think was important when you were looking for a permanent job?

Circle the number beside each reason which was important to you.

A	Good pay	01
B	Interesting, varied job	02
C	An important job	03
D	Demanding job - have to use your initiative	04
E	Easy job	05
F	Get on with workmates	06
G	A secure, stable job	07
H	Bosses are friendly	08
I	Prospects of promotion	09
J	Part of a team	10
K	A job where you meet people	11
L	Other (give details)	12

b If you gave more than one reason, what was the MAIN reason. Give the letter which is beside the one most important reason.

____

c Does your present job have any of these features? If Yes, list those your job has below.

1 ______________________________
2 ______________________________
3 ______________________________

d Do you expect to be in your present job in 12 months' time?

Yes	1
No	2
Not Sure	3

Why do you say this? ______________________________

____

____

Q.9 Think of the month when you left school. What job, study or training were you doing in the same month one year later? Please answer this even if you were still in the same job, study or training as you gave in Q.5.

If you were on holiday at that time, give the job, study or training you were doing before the holiday.

A	Had become an apprentice and was doing the necessary part-time study or training at a technical institute, (or by correspondence or at a local school)	1
B	Was doing some other kind of work and some part-time study or training at a technical institute (or local school or by correspondence)	2
C	Working and doing some kind of study or training not mentioned above in A or B (for example a hospital nursing course or at university part-time)	3
D	Working without any study or training	4
E	Full-time study or training at a technical institute	5
F	Full-time study or training at a university	6
G	Full-time study at a teachers college with part-time university study	7
H	Full-time study at a teachers college with no part-time university study	8
I	Full-time training or study apart from those above. (Please give details) ____________________ ____________________	9
J	Have not done any study or training or had a job since leaving school. (Please give details) ____________________ ____________________	10
K	Unemployed (but had previously had a job, or been studying or training)	11

If you circled 1, 2, 3 or 4, please give the details below.

Occupation or job: ____________________

(State fully, e.g. builder's labourer, wages clerk, fitter and turner, science technician)

Industry (or business of employer): ____________________

(State fully, e.g. food retailer, TV repair, bookseller, insurance coy, banker)

Name and address of employer or firm you worked for: ____________________

____

Q.11 Since leaving school, have you ever been unable to work because you could not find a job?

Yes	1
No	2

If Yes,

a Did this happen when you first left school?

Yes	1
No	2

b How many different times have you been out of work because you could not find a job?

Does not apply - never out of work	1
Once	2
Twice	3
Three times	4
Four or more times	5

c How long altogether have you been out of work since leaving school?

Less than one week	1
One or two weeks	2
Three to six weeks	3
Seven to twelve weeks	4
More than twelve weeks (give the number)	5

Q.12 How many jobs have you done in the year since you left school?

Count jobs as different only if you changed from one employer to another.

Does not apply - no jobs or only holiday jobs	1
One job	2
Two jobs	3
Three jobs	4
Four jobs	5
Five jobs or more (give the number)	6

Q.13 In the year since you left school where have you mainly been living?

In your home town or locality	1
In the town where you went to school (if it is not your hometown)	2
In some other town in "this area"* (give the name of the town)	3
In some town outside "this area"* (give the name of the town)	4

Q.14 If you have been living away from your home town what was your main reason for doing so?

Does not apply - living in home town	1
To do a particular course of study or training	2
To get a job	3
Both to get a job and to study or train	4
To be away from my home town	5
Other (give reason)	6

Q.15 If you are living away from "this area"* would you have stayed in this area for any of the reasons below? Circle the ones that apply to you.

Does not apply - still in "this area"*	1
If you could get a particular job	2
If you could get any job	3
If a particular course of study was available	4
If a particular course of training was available	5
Other reasons (give details)	6
You would not stay under any circumstances	7

Q.16 What job did your father have when you left secondary school?

Please give as many details as possible. If he was retired or deceased at the time you left, say so and give the job he had before that.

Occupation or job: ______________________________

(State fully, e.g. builder's labourer, wages clerk, fitter and turner, science technician)

Industry (or business of employer): ______________________________

(State fully, e.g. food retailer, TV repair, bookseller, insurance coy, banker)

*"this area" is described on the first page

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